



(1 and 3) The Joyner School the Opening Day
 (2) President Wright, Superintendent Underwood, and the Faculty of the School

The Training School Quarterly

VOL. 4

OCTOBER, NOVEMBER, DECEMBER, 1917.

No. 3

The Public Schools and World Democracy

To School Officers:

The war is bringing to the minds of our people a new appreciation of the problems of national life and a deeper understanding of the meaning and aims of democracy. Matters which heretofore have seemed commonplace and trivial are seen in a truer light. The urgent demand for the production and proper distribution of food and other national resources has made us aware of the close dependence of individual on individual and nation on nation. The effort to keep up social and industrial organization in spite of the withdrawal of men for the army has revealed the extent to which modern life has become complex and specialized.

These and other lessons of the war must be learned quickly if we are intelligently and successfully to defend our institutions. When the war is over we must apply the wisdom which we have acquired in purging and ennobling the life of the world.

In these vital tasks of acquiring a broader view of human possibilities the common school must have a large part. I urge that teachers and other school officers increase materially the time and attention devoted to instruction bearing directly on the problems of community and national life.

Such a plea is in no way foreign to the spirit of American public education or of existing practices. Nor is it a plea for a temporary enlargement of the school program appropriate merely to the period of the war. It is a plea for a realization in public education of the new emphasis which the war has given to the ideals of democracy and to the broader conception of national life.

WOODROW WILSON.

The Joyner School

A Model Rural School

Plans and Purposes

The East Carolina Teachers Training School from its beginning has held to the idea that about 85 per cent of its students should teach country children, since about 85 per cent of our people live in the country, or small villages. We do not believe that all of our students should go to the country districts any more than we believe all of our students should go into the graded schools. This being a State institution, we believe that it is our duty to prepare for all of the public schools of the State.

It has been our desire to have connected with the Training School a *real* country school, but until recently we have not been able to do so. We hold to the idea that if children are transported from the country into the towns that we cannot in that way get a country school. All propositions for transferring of students in the town's graded school, the idea of building a one-room rural school in the town and transporting children to it, or the idea of having an ungraded group as a country school, has never met with my approval, because no one of these plans will give a country school. Unless the school is in the country, with country ideals and standards, with the country environment, it can never be called a typical country school.

Since the Training School opened we have been forced to do our observation and practice teaching in the four-room Model School. (This building is now being enlarged to an eight-room school). This is, of necessity, graded school work, but it was the only thing available. The result has been that we have not been able to do observation and practice work for the rural schools; but the work however, in our Model School, and the type of teacher employed by the school as critic teacher, has been making itself felt in our town and community. The improvement of the roads and the fact that a few of our graduates came from the neighborhood of the Joyner School has led this community to get interested and, as a result, in May of this year, we were asked by the school committeemen through the County Superintendent to take over the Joyner School and make of it a Model School for teachers of rural schools, along the same general lines of our Model Graded School. This school has enough students to be developed into a full-fledged three-room country school. As our State Department of Education is trying to make the three-teacher school the State's type of country school, and as the Training School needs very much a country school for observation and practice purposes, when the matter was placed before our Board of Trustees, June 5, and they were told that this is our opportunity—the

one we have been looking for for eight years—"It was moved and seconded that the Training School take over the Joyner School, to be used as a Model School, at a cost not to exceed \$500. Unanimously carried." This extract from the Minutes of the Board shows clearly that not only the teachers and officers in the Training School, but that the Board of Trustees, realize the importance of having a school of this type.

The appropriation allowed for this school is to cover the expense of the transportation of students from the Training School to the Joyner School, and to supplement the county funds for salaries for teachers.

The school committeemen have not relinquished any of their authority in connection with the school, only with reference to teachers. They have left it entirely with the President of the Training School and the County Superintendent to secure the teachers for this school.

This is the first school in our State to be taken over by a normal school and used as a training school for rural teachers.

ROBERT H. WRIGHT,
President East Carolina Teachers Training School.

Inspiration to Others

To the Pitt County school administration the taking over of the Joyner School by the East Carolina Teachers Training School comes as a distinct opportunity. It is a pleasure to us to put this school at their disposal, and to coöperate with them in every possible way. Building up a strong three-teacher school at this point will be a wonderful stimulus to every other school in the county. We can go there for inspiration and suggestion in the solution of many problems. We hope to use the teachers of this school, and their experiences, in our teachers' meetings and in various other ways for aid in the county work.

Perhaps the most valuable service the school will render the county will be as an object lesson to show other communities what such a school can and will accomplish in a community. We hope and believe that it will lead to the strengthening of our whole system.

We regard it as a wonderful opportunity, and we hope we can rise to the occasion and take full advantage of it.

S. B. UNDERWOOD,
County Superintendent.

This Year's Work

The plans for the Joyner School, as placed before the teachers, are of broad and farsighted significance. With President Robert H. Wright, Superintendent S. B. Underwood, and the whole Training School back of these, we hope to obtain a solution to a problem that has not yet been satisfactorily solved in

our State—that of the three-teacher rural school. To accomplish this, we want, and must have, first, the coöperation of the students, and, second, the whole-hearted coöperation of the community; and we believe we shall get both.

As yet the development of our plans is in its first stage. The graduation of the students is not permanently settled, the sanitary conditions in and around the building are not the best, neither is the comfort of the house desirable on a cool day. But we are taking hold of things as they are, working towards things as they ought to be.

Thus the social and physical problems of the community are before us first. We hope at the end of our seven months term to leave the Joyner School not only the social center for the teachers and students, but for the whole community.

NANCY F. WALL, *Principal.*

The First Steps

On Sunday afternoon, prior to the opening of our school on Monday, there were special services held at our school building. Besides the regular minister, Rev. J. M. Daniel of Greenville, there were present President Robert H. Wright, Superintendent S. B. Underwood, and Mr. C. W. Wilson, all of whom made fitting remarks to the patrons and friends of our school, as to what the school really means to them, and asking their coöperation in carrying out the plans involved. This was really a preparation for the problems with which we have to deal.

On October 15 we began our work with thirty-six students. Since then our enrollment has reached fifty-eight, twenty-five of whom are in the higher fifth, seventh, and eighth grades, fifteen are in the intermediate, or third, fourth, and lower fifth grades, and eighteen are in the primary, or first and second grades. The primary teacher has charge of a music class of eleven pupils.

Like other rural schools, we have to deal with poor readers, but with continued effort on our part we hope to teach them *how to read* and then we will be better able to decide in what grade each child should be.

To help us solve the social problems of the community, we had a miscellaneous program on Friday afternoon, November 2, to which the patrons of the school were invited. Only a few responded to the invitation, but those present, together with the teachers, formulated plans for a big Community Rally and Improvement Day on the following Friday, November 9. We are trying "to serve," and we must succeed.

MARY NEWBY WHITE,
Teacher of Intermediate Grades.

No Compromise Peace

(Speech delivered by JAMES H. POE of Raleigh on Founders' Day, Trinity College, Trinity Park, Durham, N. C., October 2, 1917.)

PEACE is not near. Peace at this time would not be a blessing. Peace at this time could not be a good peace. Peace at this time would be peace only in name. At best, it would only be a compromise—a truce, in which to prepare for a recommencement of war. Peace now would be like those of Ryswick, Aix-la-Chapelle, and Amiens—a mere breathing spell before renewing the titanic struggle. Such a peace would be a calamity almost as great as the war; for soon as it were made every country would begin feverishly, and to the limit of its power, preparing for the war which all would know was just ahead. There would be no time to develop the occupations of peace, nor time to repair the ravages or assuage the sufferings of this war. We would work under the shadow of war; and in our sleep the nightmare of war would ever haunt us. If peace were a compromise, all the blood spilled and all the treasure spent will have been in vain. But if the Great Alliance shall win a complete victory, the war will be worth all it will have cost; for this world will have endured its supreme tragedy, and a better day and a better world will be at hand.

A compromise peace would be an illogical conclusion to this war. This war is not merely a conflict between nations and peoples, on a colossal scale. It is this and more. It is an irrepressible struggle for world supremacy between two conflicting and irreconcilable ideas. If either of these ideas shall decisively win, this will be the last great war. The world will hereafter, in such case, live under the dominion of force, directed from Berlin; or it will live under the spirit of international fraternity regulated by a great world tribunal.

If neither idea shall gain complete victory, the war must be fought again, with added horrors, and still more appalling carnage.

The idea of government by force finds its highest expression in the Prussian system. Prussia is the one government that has not now, and never has had, a friend. From the day it was founded, to this day, it has never had, and apparently has never sought, the friendship of any other nation. Its plan for an alliance is first to attack and defeat its future partner, and, having shown its power, accept the defeated country as an ally or a partner.

During my life Prussia has ruthlessly and without necessity, almost without excuse, overrun every other Teutonic nation; Holland and Switzerland (if they be called teutonic) alone excepted. She made

war on and robbed Denmark in 1864. In 1866 she made war on Austria, Bavaria, Saxony, and the smaller states, and crushed and annexed Hanover and Brunswick. She then formed the North German Confederation and took control of all German states except Austria. Some years later she accepted Austria as an ally. Not one of these German states has any love for Prussia. And Prussia does not expect love.

The very name, Prussia, carries such bitter memories that it is seldom used. Prussia rules Germany and all her allies with rods of iron and whips of scorpions. But she uses the name *Germany* whenever possible; and the name *Prussia* only when no other name can be used. The subjection of Germany to the will and power of Prussia was the most unfortunate development of the nineteenth century. From that cause grew this war. The conquest of Germany by Prussia made this struggle for world supremacy both inevitable and final.

The world was slow to grasp the true significance of the Prussian spirit. In fact, the world refused to believe that this spirit was what Prussian publicists and writers declared it to be. Let us call some of the greatest Prussians and let them speak. General Blucher in 1815 visited London as the honored guest of a grateful nation. In viewing the city he exclaimed: "What a city to loot!" People thought it was a grim, rather coarse, Prussian joke; smiled, and passed it by.

Three-quarters of a century later, Bismarck, writing of war, said that the civil populations of conquered or occupied countries should be so treated that they would have nothing left "but eyes to weep with."

General Bernhardi, Prussia's greatest military writer, in his books declared that peaceful occupations were for common people, the lowly, and for serfs; that the only honorable pursuit is war. That war was the noblest pursuit of man, and, rightly conducted, the most profitable.

Prussia's favorite and official historian, Professor Treitschke, taught in the universities, and advocated in his books, the dogma that the "will to power" is the highest manifestation of human intellect. He had contempt for the idea that any duty or obligation rested on the strong man, or the strong nation, to help the weak. On the contrary, it was the right and the duty of the strong to overcome the weak. If the weaker man or nation can be used by the stronger, then use him or it. If of no use, then destroy them from the face of the earth. He taught that to help the weak and feeble was wrong. He believed that the weak were abortions of nature, and that, instead of being helped, they had best be removed as useless cumberers of the earth, whose places should be taken by the strong. He taught that a strong nation must not be bound by treaty. A treaty might be made as a temporary expedient; but the moment the treaty became an obstacle to the development of a strong nation, that moment must the treaty be brushed aside. He said that it were the grossest sin for a nation to allow a treaty to stand in the way of manifest destiny.

Nietzsche, son of a minister, renounced religion, deified power, and taught that war was the supreme good; that men were made to be soldiers; that soldiers should take what they would; that the function of women were to gratify the passions of soldiers and to raise children to be soldiers. He said that ignorant people in the market places sometimes spoke of God. But they were foolish people; for God was dead.

In 1900 when the emperor was bidding farewell to the expeditionary force, leaving for China to put down the Boxer uprising, he told his soldiers to take no prisoners; to slay men, women, and children, and to so act that no Chinaman for a thousand years would dare look askance at a German.

The world heard and read these things, but did not grasp their terrible significance. Rather, the world regarded them as figures of speech, grossly out of harmony with the age; in exceeding bad taste; but not seriously intended; and certainly never to be put in practice. We know now that these were true expressions of Prussian spirit. We know now that Prussia does not joke, bluff, exaggerate, or utter idle threats. Every word was uttered or written in absolute earnestness and in the deepest sincerity. They have become the creed of Prussia; and this war and its horrors are the fruition of this creed.

Germany has accepted as gospel these vile principles. This war and its conduct are the concrete expressions of this belief. So fully do the German people seem to believe this creed that they are, or seem to be, surprised that civilization is shocked by their conduct. They seem to believe that their attack on Belgium was no sin. They believed it was to their advantage. According to Professor Trietschke, it was not only right to violate the treaty, but it would have been a mortal sin not to have done so. Hence Bethman-Hollweg's impatience with the British minister on August 3, 1914, when the minister reminded Hollweg that both England and Prussia had recognized and guaranteed the independence and neutrality of Belgium. England had never been at war with Prussia; had often been her ally; and Bethman-Hollweg could not understand how any country would feel compelled to go to war for a mere promise. He said with wonder and impatience: "Will you go to war for a scrap of paper?"

In obedience to these teachings, Germany has made war in the fashion of the dark ages. Her conduct in this war is a combination of the efficiency of the twentieth with the savagery of the tenth century. And Germany is surprised that the world is horrified. Germany has made scraps of paper of her treaties, and she has cast to the winds all rules of civilized warfare, and all agreements respecting the decencies and humanities of war. Hence the destruction of all property; the devastation of peaceful countrysides; the cutting down of orchards; the poisoning of wells; the shooting of priests; the burying alive of civil officers

suspected of secreting public money or records; the killing of wounded and of prisoners; the wholesale outrage of womanhood; fighting with burning oil and poisonous gas; scientific distribution of disease germs; bombing hospitals and Red Cross establishments. These things reveal Germany as Prussia has made her in the last half century: a curse to mankind, the negation of all religion and of all civilization. She is an outlaw nation, ruled by criminals. Her generals are literally highwaymen; her officers, confirmed thieves stealing from private houses; the soldier brave, but constrained to act as a brutish savage. This is the Germany of today. God help us to clothe her and restore her to her right mind. Germany, under Prussian rule, is today the most malign and dangerous power which has existed since the world began.

Before Prussia subjected Germany to her will Germany was as other nations. She took her full part in the spiritual and moral life of the world. In some lines she was a leader. But in the last half century nothing that is not material, grossly material, has come out of Germany. Books by the thousand have been written in Germany; but they are all of science, trade, chemistry, socialism, atheism, war, and the worship of power and success. And like the books, the men—Scientists, Materialists, Anarchists, Socialists, Atheists, Soldiers, Sycophants, Spies, by the tens of thousands; strong, efficient men and captains of industry, but without conscience or soul.

She has not produced in a generation a man or a book with any helpful message or any word of comfort to mankind. No appeal to the spirit can be found in German life or literature since Prussia became Germany.

Note that I have quoted from none but Germans. I am letting Germans give expression to their ideals. Let me now call as witnesses two Germans of a former generation. About a century ago Baron Fouque, a Prussian officer, wrote a little book—an allegory—which is entitled to a place in every library along with *Rasselas*, *Fior de Alisa*, *Paul and Virginia* and *Picciola*. He called the book *Undine*. It is the story of a wood sprite, captured in infancy, adopted and reared as a human being. She developed into a beautiful and intellectual woman. But she was incapable of affection, gratitude, kindness, or humanity. She was cynical, cruel, mocking, and almost vicious. The good people by whom she was reared were distressed and sent for the village priest. He said that *Undine* was not a woman; that she was without soul and without conscience.

Prussia is today the *Undine* of nations.

Goethe, the greatest of German poets (and one of the world's great poets), born in Prussia, and knowing Prussians as they are, described them with the accuracy of a demonstration in science. He said: "The Prussian is a savage, and education makes him ferocious."

I will call another German witness; not a Prussian, a Saxon—Wagner. He was a reformer, almost a republican, a revolutionist. After 1848 he became an exile and fled to France for life and refuge. After years he was permitted to return to Germany, if he would not go to Saxony, but live in Bavaria. He accepted the terms, and spent the remainder of his life in Bavaria and became the favorite poet and composer of his race. His work will live as long as German language or German music will be heard by man.

While in exile he conceived the idea, and partly wrote, his great Tetralogy. He used the gods of German Mythology as the personages of his drama.

The gods desired a new and greater palace, and made a contract with the giants to build the palace. As compensation the giants were to have the daughters of the gods for wives. The palace was built, but the gods refused to permit their daughters to marry men. To satisfy the giants, the gods robbed the Rhine maidens of their mystic, miraculous, magic hoard of gold—the gold which was a blessing to its rightful owners, but which brought a curse to any one who held it wrongfully. Soon as the giants obtained the gold, their power became immense, but all happiness vanished. As the stolen gold passed from one to another both power and evil increased. Crime after crime, each of deeper villainy, followed fast. All who touched the gold or came within its influence, became enmeshed in sin and crime. However much power increased, evil was always greater. Gods, heroes, giants, valkyrs, volsungs, nibelungs, dwarfs, all who came near were drawn into the whirlpool of sin. Every promise became perjury, every act a fraud, every marriage a tragedy, every feast had its poison cup, every hunting party an assassination. The land was foul with crime and red with murder. Gods and men saw that it must end. Here the magic gold, the unbreakable sword, the spear which knew no brother and which no man could splinter; the invisible helmet; the enchanted horse; and the knowledge of the language of the birds (whereby they knew what was happening over the entire world). But all failed. The sword was broken. The spear was shattered. The invisible helmet lost its potency; and the bird spies brought evil news. The very earth was sick of crime. The stolen gold is returned to the Rhine maidens. And the daughter of the god least guilty decrees the doom of all who took part in the crime. She rides the enchanted horse into the blazing funeral pyre of her murdered husband, but not until she has taken a torch and set fire to the palace of the gods. The last scene shows the palace in flames, and every god clothed in royal robes sitting around the council table, crown on head, scepter in hand, sword beside, calmly, bravely awaiting his fate in the burning palace, around which has been piled the limbs and the wood riven from the trunk of the world-spreading ash tree. The funeral pyre consumes the

hero and his spouse. The palace burns with every heathen god. As they burn, the curtain falls, and Wagner pronounces this epilogue:

"At last the dreadful day of doom has dawned,
The curse has worked its wrath, despair and death,
At last the twilight of the gods has come,
And Wotan's loveless kingdom is at end.
At last the gathering night has covered all,
And the cruel reign of loveless law is done.
Now dawns the day of nobler men and deeds,
And a new world under Love's great law begins."

We thought forty years ago when the tetralogy was rendered, that Wagner had given us a drama of mythology. We know now it was prophecy set to music. Instead of portraying the remote past, he was giving us what was then beginning, and what would soon come to pass. He showed that evil could not be permanent, and that power based on fraud and crime, however strong, must inevitably fall. He described the present German Empire and he cast its horoscope.

We are now at war with the Spirit of Prussianism.

There can be no compromise. The war must be fought to a finish now or hereafter. This is a fight to the death. The Spirit of Force or the Spirit of Fraternity must win. The earth is too small to contain both. The government of Germany is the incarnation of evil. It is Antichrist in the flesh. If it be not crushed, this world will not be fit for the habitation of man, and civilization as we understand it must perish.

We are at war because Germany made war on us. She made war on us long before we accepted the gage of battle. She began in February, 1915. She sank our ships; drowned our people; covered our land with spies; corrupted industry; subsidized newspapers; attempted to debauch public opinion; blew up our ships with bombs secretly placed; destroyed factories; made her diplomatic service in this country a syndicate of crime; plotted with Mexico to make war upon us, and asked her to arrange with Japan to do likewise; parceled out American States as gifts to her allies; and finally prescribed certain narrow lanes across the ocean and forbade us under penalty of death to travel elsewhere; and she even prescribed the colors we must display when we used those lanes.

Germany knew this was war, because soon as the note of January 31, 1917, was delivered, German officers and crews of interned vessels in our harbors from Norfolk, Va., half around the globe to Manila, P. I., obeying orders already in hand, destroyed, sank, or disabled their ships full two months before we recognized that war existed.

We entered the war regretfully, reluctantly. We wished to avoid it. We did our best to stay out. We risked much for peace. We were deaf

to the call of safety; and slow, fearfully slow in answering the call to duty. God called us in May, 1915; and we did not answer. Far better would it have been if we had gone to war when the *Lusitania* was sunk. Our task, accepted then, would have been far lighter than when it was forced upon us two years later.

But the war can yet be won. The military situation is this: Germany cannot, in this war, win a complete victory. She hopes for a compromise peace. She is confident she can win completely in the next war, and become mistress of the world. The Allies can win a complete victory in this war, if they be willing to pay the price. The weight of numbers and of materials is still overwhelmingly with the Allies. Despite their repeated blunders, both in action and in diplomacy, they still retain the power to beat Germany. If the German Armies be beaten, a revolution at home will overturn every throne in the Central Alliance. The rulers of Germany live on military success and prestige. Defeated in the field, their power at home vanishes. They are fighting for their existence. They are fighting with the coolness of desperate resolve. They are fighting after long training and thorough preparation. They are fighting with singleness of purpose and under an unified command. They possess certain great advantages which they are using to the uttermost. They no longer expect victory, but they believe they can bring about a compromise. In that hope they are fighting bravely, and they are carrying on behind the lines in every enemy country carefully planned and well financed propaganda to create and vocalize sentiment for peace by compromise. Herein lies our danger. These German emissaries, under varying disguises and names, are at work among us. They are accomplishing something. Their efforts are covert. They use magazines and newspapers. They have used the pulpit. They have tried to corrupt labor, but they have failed. I do not consider the I. W. W. a labor organization. It is a band of fanatics, anarchists, and criminals. Germans and their active sympathizers have their hands in politics, as evidenced by the late primaries in New York City. America faces foes across the water—open, brave, strong. And she faces foes at home—covert, treacherous, disguised, desperate, and venomous. Those at home are the viler and more dangerous. Let us hope the Government at Washington will deal with spies and traitors at home this fall and winter as bravely and as effectively as our Army and Navy will deal next spring with our open enemy across the sea. The danger is here. German spies have been and are in North Carolina. We have their names and numbers. We know that in North Carolina germs of anthrax have been soaked into bandages knit by the Red Cross for our wounded. We know that German sympathizers here in North Carolina are doing all they dare do to discourage patriotism and to obstruct the Government. We need not lull ourselves into fancied security. The danger is great. It is imminent. It is at our door.

Grievous and numerous have been the blunders of our allies; and but for these blunders the victory long ago would have been theirs. Nevertheless, the resources of negotiation and diplomacy are not yet exhausted.

Power to win complete victory can still be thrown into the battle line. Japan is ready; and her terms are reasonable; her terms are just. She wishes assurances that Eastern Asia shall no longer be exploited by white man's selfishness. If Japan will agree not to claim any selfish advantage or exclusive privilege in China, the Allies should consent to a Japanese Monroe Doctrine in Eastern Asia. We should ask Japan to promulgate such a doctrine as England asked President Monroe to announce in 1823. The Allies should agree that hereafter no nation shall violate the territory of China. They should agree that violation of Chinese territory shall be regarded as an act unfriendly alike to Japan and to the Great Alliance. They should guarantee assistance, moral and financial, and military if necessary, to Japan in maintaining this new Monroe Doctrine. With this promise, Japan will enter the war with us next spring, and the campaign of 1918 will bring final and complete victory. Every crowned head in the Central Empires will become an exile or a prisoner. The Prussian devil will be cast out of Germany. The German people will taste freedom. The greatest and the last of wars will have been ended. The reign of perpetual peace, if not at hand, will at least be in sight.

We who do not go to the front have duties just as plain and just as imperative as those our soldiers must perform. We must see that our Government lacks for nothing it can use in defeating the enemy. The Government needs money in almost countless millions. It is building huge military and naval machines. The more effective these machines become the fewer American lives will be lost. Our Government must be supplied with money so freely that it can use machinery instead of men. With greater guns, greater and more numerous aeroplanes, better equipment, we can beat down the German defenses with machines and metal instead of with men. We must pay taxes and buy bonds to the extent of our ability, and beyond. We must give and pay until we feel it. We must not be content to use only our surplus, or to consult only our convenience. We must place at the disposal of our Government ourselves and all we have. It is a duty and a privilege to help in this war. I can hardly understand a man who is now content to pile up money while the world is passing through the valley and shadow of death.

I would be ashamed of money hoarded now. We should say to the Government at Washington: "Take all that you need. Take our money, our boys; take us. If you don't want us at the front, tell us what to do at home. We will instantly obey your commands." All we ask in return is that the Administration shall be strong, resolute, and effective, and that it will throw into battle the full weight of American

power in men, money, and diplomacy. We ask that our nation strike with all its power and thus bring this terrible war to an end with a complete victory for civilization.

I propose that we take upon ourselves five simple but solemn pledges. I have personally taken each and all, and, God being my helper, I will keep all. Here they are:

1. *We pledge ourselves not to say or do anything during this war which will weaken the hands of our Government, or which could give aid, comfort, or encouragement to the enemy.*
2. *We pledge ourselves during this war to do promptly and cheerfully all which our Government shall ask us to do, the same being in our power.*
3. *We pledge ourselves not to support any candidate for office who does not whole-heartedly support our country's cause in this war.*
4. *We pledge ourselves not to let the family of a soldier suffer for want of anything we can supply.*
5. *We pledge ourselves to give preference in all things, where practicable, to the soldier who went and did his duty over the man of military age and fitness who did not go.*

What Shall We Teachers Do?

ANONYMOUS

WE are at War. We must help to win the War. Our friends, our brothers are leaving for the front. Tomorrow they shall take their place in the trenches of Flanders. Shall we sit idle, whilst they do battle for us?

What shall we teachers do? We hold in our hands the activities of innumerable children. We influence the actions of their parents. Shall we neglect our task of training these thousands in the higher virtues of genuine patriotism?

Our enemy, Germany, is training her least school children to the highest war service. What shall we do?

First of all, let the Teacher understand the War. To be ignorant of the causes that led up to the world conflict is unworthy of our profession. If, perchance, you have neglected this simple information, take out your geography and have a look at Europe. On the European seaboard lie the liberal countries of that continent, England, Holland, Belgium, France, Italy, and, away from the sea, Switzerland. Russia, recently declared a republic, lies at the eastern extremity of Europe. Between these two extremes lie the Central Lands, Germany and Austria. These two countries are highly organized and their citizens trained in the art of war. They count their soldiers by the millions. These millions, especially in Germany, are held at the command of one man, the Kaiser. The people of Germany believe that their Kaiser is appointed by God to rule their country. He is responsible to no one but to himself. A neighbor like the Kaiser is dangerous; no man should have in his power the liberty and lives of millions of men.

Around the Kaiser revolved a constellation of noblemen called Junkers. These are the great proprietors of Prussia, and they virtually control all the higher positions of the Government. They are hearty supporters of the claims of the Kaiser; they live in his light. They are aristocrats whom the rest of Europe has never loved. They are noted for their superciliousness; they are the military caste of their country. They are hated even in Germany. Under their care and direction the army of Germany became a most perfect machine of destruction and of death. It was a perpetual threat to the peace and welfare of the neighbor nations.

This danger, always imminent, became a reality when Germany marched her armies through Belgium and threw to the four winds the treaty she had signed with us and other nations to protect that country. We were immensely interested in this invasion from the very first. Any contract or treaty between nations should be as sacred as the signed word of individuals. It should be more so. We stood in horror at this insolent assault on Belgium. We did not protest because we thought our protest inopportune.

This crime prepared the way for other crimes. In turn, we had the sinking of the *Lusitania*, the destruction of our factories, the repeated sinking of our ships, the wanton slaughter of hundreds of Americans. We saw Belgians deported from their homes, we saw youthful girls taken from Lille and carried to Germany; we saw arson, rapine, desolation—and we were at war. We ceased to be neutral in our minds from the time the first German army assaulted Liege. We tried to be neutral in fact. But the time came when even our neutrality in action had to be abandoned. We drew the sword that the world might be made safe for democracy. "He that is not with Me is against Me," said Christ. "He who is not with me in my conduct of the war is against me," cried the Emperor of Germany. We could not be with him in the sack of villages, the murder of innocent men, women and children; we could not approve of his massacre of Aerschot, his burning of Louvain, his extermination of the Armenians. We were against crime; we declared war on the perpetrators of the biggest outrages in history; we were against him!

We are at war because we believe in the right of every man to life and freedom, because we believe in the sanctity of the home; because we believe in the liberty of nations.

Knowing the cause of this international conflict, it behooves us to know who the prominent men are that have part in it. To know who Waddell, Harnett, Daniel Boone, John Sevier and other equally worthy men were is praiseworthy. To be ignorant of the great men of the present war is worthy of condemnation. Who are the Kaiser, the Crown Prince, King Albert, King George, Lloyd-George, Michaelis, Joffre, Petain, Von Hindenburg, etc.? Where are Ypres, Verdun, Riga, Bagdad, and what are the most important places of battle?

The daily papers have never been more interesting. The world is afire; the journals bring us daily the reports of the conflagration. Shall we remain uninformed when even the least of our students are interested?

A few days study will easily make us acquainted with all these simple facts. We have no right to be ignorant of the great men who have

part in the struggle. Especially should we know what America is doing. Who are our generals? What is our hospital staff doing? Who are our great men?

Knowledge of these facts will stimulate our souls to contribute actively to the success of the war. And here is the part we can actively play:

1. *We can remain in touch with our folks and our friends at the front.* We can send letters, mail literature. We have more time to write than our boys have. The letters from home should be more frequent than those from the camp.

2. *We can get in touch with some soldier who has no friends at home.* The French girls have "the godmother work." They obtain information concerning some one who receives no letters. They send him all sorts of little things. They "adopt" him.

3. *We can actively contribute our work to the Red Cross Society.* It will be almost a crime to make Christmas presents for each other this year, wasting our time on trifles, when some sore-wounded soldier will need the thousand and one cares of the Red Cross. Away with the Christmas useless gifts! In a time of stress like this a mere Christmas card will suffice. Our soldiers need all manner of hospital help. Why not give it?

4. *Our school children can do "busy work" and help.* There are trench torches to be made that will keep some boy from freezing in the chilly trenches in Flanders. The climate is cold, damp, moist. A piece of paper and some paraffin will save a life—maybe the life of your very friend or brother.

Children, even in the First Grades, can do service. They can bring rags and cut them into little bits. Rag-pillows are needed by the thousands, by the hundred thousands. A card to Mrs. Isaac Manning, Chapel Hill, will bring the needed information. Then there are arm-slings to be made of old sugar sacks, etc.

5. *We can help the fight by eating mostly things that we have abundantly.* Our Allies have no sugar. They never have learned to eat corn bread. They need wheat, wheat, wheat!

6. *Think of the school teacher who shall have created unbounded enthusiasm in garden work, in canning and preserving.* There shall be a pig club in her school, there shall be a poultry club, a dairy club. Our Allies need the food that we can produce, we must produce it!

7. *We can save in clothes, in shoes.* A patched shoe will be a sensible shoe. Think of the thousands who are barefooted because the leather supply of the world is so heavily taxed. A patched coat will not be without honor. The time has come to save more than we ever saved. Wasting is a crime!

8. *We can save in food.* Think of the tons of good bread, good food that is wasted on the school grounds! What about a school-pig fed on the things that are generally thrown away?

9. *Best of all, we can cultivate a spirit of devotion to our country, a spirit of loyalty that will make every teacher proud.* We can teach a spirit of self-possession, of sacrifice, a spirit which the wealth of recent years has made us almost forget.

This great war is reëstablishing the value of things. We have placed too much importance on things that are unnecessary. Now the call is for patriotism, for self-denial, for all the greater moral factors in the lives of the individual, in the life of the Nation. We are rebaptized into a broader, a nobler, a more spiritual life. Shall we teachers pursue the even teaching of grammar, of geography, of writing and arithmetic, and forget the greater teaching of Life itself?

Because of their belief in these, the greater things of life, our sailors sail our seas, our soldiers stand in the water-soaked trenches of Flanders. Because of these ideals Belgium gave her life, France bled herself white! Hundreds and thousands of men are at this moment bleeding, dying on the battlefields. Our very sons, brothers, friends are crossing the waves. The American flag is waving over the plains of Flanders, on the hills of Northern France. This is no dream, this is an actuality. This War is here! We shall do our part to win it.

Food Production and Conservation in North Carolina

By JOHN PAUL LUCAS, Executive Secretary, Food Administration

TN few, if any, States has the Government's appeal for increased production and conservation of foodstuffs met a readier and more telling response than in North Carolina.

Even before the American nation was definitely engaged in war with Germanic Allies North Carolina's foresighted Governor had issued a formal proclamation calling upon the people of our State to double the number of their home gardens. When war had become an actuality instead of a strong probability the Governor was prompt to take steps looking toward increasing the acreage and production of food and feed crops in the State.

With this idea in mind he appointed a State Food Commission, consisting of Maj. W. A. Graham, Commissioner of Agriculture; Mr. B. W. Kilgore, Director of the Agricultural Extension Service; Dr. W. C. Riddick, President of the State College of Agriculture and Engineering; Dr. H. Q. Alexander, President of the Farmers' Union; Mr. John Paul Lucas, President of the State Farmers' Convention; Mrs. Jane S. McKimmon, Director of the Home Demonstration and Canning Club Work in the State; Mr. C. R. Hudson, Director of Farm Demonstration Work in the State, and Mr. James H. Pou.

The commission met in the Governor's office April 17th, and determined that a vigorous propaganda for increased production of food and feedstuffs and for the conservation of foodstuffs should be conducted during the planting season, and Mr. Lucas, because of his combination of training as a newspaper man and farmer, was requested to direct and conduct such a campaign.

Every one realized that time was short, the planting of spring crops being already under way. The campaign began actively the following day. The newspapers of the State, realizing the gravity of the situation, coöperated liberally and the newspaper propaganda was especially effective. A State-wide organization, however, was also effected and invaluable work was accomplished in every section of the State by active local workers. A County Food Commission was appointed in each county, consisting of the chairman of the Board of County Commissioners, the farm demonstration agent, the home demonstration agent, and three or four others selected by them. This commission brought into active coöperation those forces which were already interested in crop production and others who turned their time and energy toward this end. Under the auspices of these commissions, mass meetings were held in every township and community of many counties and wonderful

results were secured. The coöperation also of chambers of commerce, boards of trade and other organizations was enlisted.

The people of North Carolina had been importing into this State food and feed products to a value of \$80,000,000 a year, this total being based on normal prices of these products. Among other items 25,000,000 bushels of corn had been imported yearly. The quantity of canned vegetables and fruits brought in was prodigious.

As a result of the work of the North Carolina Food Commission during its campaign of a little more than four months, with the coöperation, of course, of the other effective forces of the State working along the same lines, the value of the production of North Carolina gardens was increased by \$12,000,000 to \$15,000,000. The corn crop was increased from less than 55,000,000 to 70,000,000 bushels, an increased value, at \$1.50 a bushel, of \$22,500,000 in this one crop alone. There was a tremendous increase also in the acreage and production of Irish and sweet potatoes, sorghum for syrup, soy beans, cowpeas, and hay. The increase in the value of the hog crop which will be finished and slaughtered this winter and spring is probably not less than \$20,000,000. All crops considered, it is estimated that the increased value of this year's production of food and feedstuffs in North Carolina above the production of last year is not less than \$80,000,000, while it may be considerable in excess of these figures.

During its campaign the North Carolina Food Commission attempted to bring our people into a realization of their personal responsibility in the War and to make them see how vital their active coöperation is to the Government. It is a notable fact that in those counties where an active campaign was waged by the local forces and the people were brought to something of a realization of their responsibilities and opportunities, wonderful results were shown.

The State Food Commission was without authority and without funds, and necessarily it was handicapped to a considerable extent, but it filled the field effectively and prepared the way for more effective work by the Federal Food Administration under State Food Administrator Henry A. Page, who promptly annexed the executive secretary of the State Food Commission as the executive secretary of the Food Administration in North Carolina.

The Food Administration is charged with the duty not only of seeing that our own people are supplied with foodstuffs at as reasonable prices as conditions warrant, but also of providing from the country's resources of foodstuffs a sufficient quantity of wheat, beef, pork, fats, and sugar to keep the armies of our Allies in good fighting trim and the civilian population of our Allies from starvation. Several hundred thousand people in neutral nations of Europe are threatened with starvation also, and our best information is that, despite the very most that the American people can do, tens of thousands of innocent people will die from

starvation and exposure during the next five months. Thus, the American people are confronted not only with a problem of patriotism and self-defense, but with a humanitarian problem as well.

In order to meet the situation the American people individually are requested to substitute the products of corn and other cereals for wheat; to substitute fish, poultry, game, and nitrogenous vegetables, such as beans, for beef and pork products, and to exercise the most rigid economy in their consumption of sugar and fats. It is not necessary that any American should go hungry. We have ample foodstuffs of a nature that makes them unsuitable for export which may be substituted for the products which, because of their concentrated nature and keeping qualities are suitable for export.

The success of the War and the fate of tens of thousands of women and children and old men in Europe depend upon the actions of the individual consumers of foodstuffs in this country. The food is needed NOW.

Will our people meet the situation? Will they wake up in time?

The Quest of Food Substitutes

MARTHA ARMSTRONG

OUR Allies must have wheat, sugar, fats, beef, and pork. Every patriotic American will do his part to see that they get them. These facts seem to stare the teacher of cookery in the face in whatever direction she turns, for these very materials are the ones she has used most often in her lessons; they seem to illustrate most clearly the principles she wants to leave with her students, and to be the materials with which they will work in after years when this war, like others, is a thing of the past. In small places they are the materials most easily secured, and (alas!) even with our present high prices, they are some of the cheapest of the available supplies—a fact difficult to explain in many cases, and most difficult to keep in the background when preaching food conservation to the housekeeper who is already stretching a few dollars to the utmost in providing for the needs of her family.

On every hand the teacher sees advice and recipes, learned and unlearned, practical and impractical, as to what to substitute for these materials and how to do it. Some of these substitutes are good, while others give combinations of materials that result in dishes, especially breads, no mortal would eat anywhere short of actual starvation.

What is a legitimate use of these materials in the classroom, and what and where must she substitute for them? These are the questions that she and her class must solve; and with us, as yet, the solution is still to be found.

In bread-making, for this part of the country, where we know and eat breads made of cereals other than wheat, we are using wheat flour to teach biscuit and yeast breads, then emphasizing breads made of corn meal and of mixtures of corn meal or wheat flour with rice, grits, oatmeal, or any other cereal that is at hand. This seems a better plan than to make all breads of a mixture of cereals, as it offers more variety, gives people some white bread, and still conserves wheat. Whole wheat breads, too, are valuable, as they require less flour for a loaf than breads made of white flour; but whole wheat flour, for some inexplicable reason, costs more than patent flour; so there is little difference in the cost of the two loaves.

In cake-making no satisfactory substitute for flour has been found that can be used in all cakes. In gingerbread and cakes of that type corn meal has proved a very satisfactory substitute for part of the flour; and in devil's food mashed Irish potatoes in place of part of the flour adds very materially to the delicacy of the cake as well as to its keeping qualities, and at the same time allows us to eat it with a clearer conscience. White cakes made partly of corn starch have long been famil-

iar to us all. Possibly at some time in the near future we shall be able to add "Flourless" to the "Eggless, Butterless, Milkless Cake," for which we see recipes in all the magazines; but that time has not yet come.

To replace sugar we may use honey, molasses, maple sugar, and the syrup from preserves. Of these, molasses is proving the most satisfactory, as it is the cheapest and the most easily obtained. Honey is scarce in this section of the country, hence is expensive, costing at least five cents more per pound than sugar. Fruit syrups can be served in so many other ways that it seems a pity to use them in breads and cakes where their delicate flavors are lost.

In fats we have a wider field than in sugars: peanut and cottonseed oils, chicken fat, beef suet, drippings of all kinds, nut butters, especially peanut, black walnut, and pecan butters, all of which can be made at home from North Carolina nuts. For those who own cows, cream has wonderful possibilities; but in the laboratory, with the milkman doling us out a few pints of milk a day, cream is out of the question.

When we come to meats here again we are fortunately situated, for both fish and oysters are available. Chickens and, in some cases, rabbits, squirrels, and birds, are good materials for lessons.

And so the quest goes on. Even if the course in elementary cookery seems in danger of developing into experimental cookery, even if there seems a possibility that the student may lose some of the customary drill on principles, she may, at least, gain a broader knowledge of the possibilities of food materials, and, better than that, she may gain a deeper realization of her duty to her neighbor, a keener sense of world values and civic relations, and a power to meet emergencies that will serve her well in the broader responsibilities and privileges now opening to women the world over.

War Reminiscences

By MILES O. SHERRILL, Former State Librarian

I DO not know that it has ever been decided what *war* is. General W. T. Sherman said "*War is Hell.*" I cannot bear witness to that, for I have never been there; and I hope that none of us will ever go there; for if it is worse than war, and especially prison life, we will all do well to so live as not to go there.

Our company, A, of the 2d N. C. (late the 12th), was organized in Newton, Catawba County, in April and May, 1861. My father, Hiram Sherrill, a successful farmer near Sherrill's Ford, had died in 1860. Mother was left with some slaves, and several farms. I tried to get this dear young brother to remain there, for he was too young; but he came to us at Norfolk, Va., in 1862. He came and enlisted in our company and had the name of being one of the bravest; never minded a skirmish or fight, and at the battle of South Mountain, Md., September, 1862, he was wounded, captured, and murdered. Alf Sigmon, Co. A, who also came from Catawba, is the only one now living who was present, for when the command came to fall back, retreat, none were left but the dead, and wounded, and no one knew but that all were killed, and until Sigmon returned from prison, in 1865, nothing was known as to the wounding of Sigmon and Sherrill. Comrade Sigmon, also being wounded, and lying near Sherrill, saw what was done. Alf says that at the command to "Fall Back," he was shot down and could not obey the order; that Sherrill, instead of retreating, stood up to fire what looked like a "farewell shot." As he did so and turned to go he was shot down. Comrade Sigmon could not tell how he was wounded, but in firing the last shot, Sherrill must have shot a Union soldier, for when the United States troops came up a half-drunk soldier stood over my poor brother and bayoneted him to death, while lying on the ground wounded, helpless, and a prisoner. I could not have done a poor helpless dog that way. Some one who heard of that sad and cruel incident, asked me how I could forgive the Union soldiers. I said, "Easy enough"; I could not hold the Union Army responsible for what one drunk fool did.

The Confederate and Union soldiers were perfectly friendly when not fighting. Our boys would swap tobacco for rations, for the Rebels had the most tobacco, the Union soldiers had the most rations and coffee. If the Confederates received an order to fire on the enemy they would holla: "Look out, Yank; we have orders to fire." Then the United States soldier would get back into his trench. And when the Union

soldiers received an order along the line to fire on the Rebels they would cry out: "Look out, Johnny; we have orders to fire," and they hid the best they could.

In April, 1861, I was in school at the Bingham Institute, in Taylorsville, N. C., and on April 27, 1861, went over to my native county and enlisted at Newton, N. C. I never got back to that school any more; but spent four years in war, ten months of it in prison. I tell this to let you see how it is with war. Young men can get out of school, as well as risk their lives, and often never have a chance of school again. I did enter high school at Catawba College after the war, but was elected probate judge and clerk of Superior Court of Catawba County in 1868, so I "quituated" instead of graduating at Catawba or any other college. I tell these things to aid in showing the disadvantages of war.

Think about what the women and children suffered on both sides in 1861-5. It was awful. Think how much money, sorrow, and suffering could have been avoided if it had been agreed to compromise and paid for the slaves. No one wants slavery now—at least, should not. "Let us do unto others as you would have them do unto us." "Love is the fulfilling of the law."

If we love God and love our fellow-men, we will not want war, and we will agree with the colored president of the school at Durham: We will not want riots and lynchings. The trouble with those things, and war is, that the innocent suffer. How many poor women and children and other innocent ones suffer from the bombs, shells, etc., thrown from aeroplane, guns, and other firearms! It is so in riots; so many innocent ones have to suffer. If you have any women in your vicinity who lived in 1861-5 see if they suffered when that terrible war was going on. How many thousands left home and never came back!

In May, 1864, I was shot at the battle of Spottsylvania Court House, Virginia; I was captured, and the right leg was amputated, midway between the knee and crotch.

The only conversation that passed between Dr. Cox of Ohio, a surgeon in the United States Army, and myself, was there on the late battlefield. He had me placed on the table, entirely helpless, and I said to him: "Doctor, is there any chance to save my leg?" His reply: "I am afraid not, Johnny." The next thing was the chloroform. When I regained consciousness I glanced over at a pile of arms and legs, already amputated, and piled up. There I saw the right leg of Miles O. Sherrill of Catawba County; and I have not seen it since, nor do I expect to see it until the day of judgment, when I hope to see it. And I expect to see my friends, especially that young brother, James Albert Sherrill, and other relatives, who have gone before.

I spent from May, 1864, until April, 1865, in prison; and among other things I had the smallpox and the doctor in the hospital said: "Johnny, you should be thankful that you lost a leg." I wanted to know why.

He replied: "But for that you would have been gone. Did you notice the great increase of the discharge (virus) from your stump, since you took smallpox?" I told him I certainly did. He said: "But for the lost leg you would have been gone. You had one of the worst cases of smallpox I ever saw, and I had no idea you could live."

President Wilson was a blessing in keeping off war. It had to come. We now trust the common people of Germany will step forward and command peace.

In the last of 1860 and the first of 1861, in my boyhood, I remember how many bright speeches were being made over North Carolina. The most of them were in favor of secession and war. Zeb B. Vance was the main one that spoke against secession and war; he said it "would get us into trouble." I heard him speaking in a certain courthouse; he was making a fine speech. Some one came in bringing a telegram: "President A. Lincoln, calls on North Carolina for 5,000 troops." Vance read it, laid it down, and stopped. Then he exclaimed: "That ends it! We have to go with one side or the other, and we will go with our own side." The courthouse was filled with cheers. Vance volunteered and went to the army, and became colonel of the famous 26th N. C. regiment, and did his duty. Because of his position and conduct he was elected Governor of North Carolina during the war.

I remember some who made fiery speeches. To have heard them, you would have thought they would be among the first to go. Many of them never went at all. I will not give the names now. Their own families are not responsible for this lack of patriotism. It is easy to favor war in speech; but let all who favor it with tongue be ready to march when called to go.

I had never heard of that big word "cantonment." It was in the open with us. Judge W. A. Montgomery was an officer in the 12th N. C. regiment. Ask him as to our experiences in rains and snows. The judge was a true, faithful soldier. Sometimes it poured down on us, rain, hail, and snow; we had no shelter, and often no change for drenching wet clothes.

We had no air guns or automatics in those days. It is time for wars to cease. Think of the innocent ones who must suffer! War is the most expensive business any nation can engage in. None but the cruel can enjoy war.

Men who have been through a war like unto 1861-5, need no warning. We want those who may have to go to do all they can to establish peace on earth and good will to all mankind. If we cannot prevent it, let every one do his duty, and stand by our faithful President.

Patriotic Music in the Grades

SALLIE BEST, '18

WHY teach patriotic music in the grades? That is a question to be considered by every teacher at this particular time when our country is undergoing the greatest difficulty of its kind in history. The children hear of patriotism at home, in the Sunday school, and down the street. Why should they not hear of it in the classroom through patriotic music? The patriotic songs bring a message of patriotism to the children in such a way that they get the spirit and enjoy them, singing them with enthusiasm.

The ideal of history is not to teach facts alone, but to teach patriotism, which leads to the development of a better citizenship. The good citizen must have well-formed habits in respects to his community, his fellow members at large, and thereby will be interested in his nation. In the development of an ideal citizen music plays an indispensable part. Some great man has said: "Let me make the songs of a country, I care not who makes its laws."

Music in the grades can be made much more interesting and beneficial to the students if they thoroughly understand the songs they sing. Patriotic songs are useless unless taught with spirit. The spirit and interest taken in a song by the students depend entirely on the teacher. When the teacher puts forth her energy and interest in a song, the students in return put forth their energy and interest. Therefore we see where it is necessary for the teacher to understand thoroughly a song before she teaches it.

The patriotic songs which should by all means be taught in every school are as follows: "America," "Yankee Doodle," "Dixie," "Star-Spangled Banner," and "Columbia, Gem of the Ocean."

"America," our own patriotic song, the words of which were written by Dr. Samuel Smith, was adapted to an old English air, and it is the national air of England, "God Save the King."

"Yankee Doodle" was a song used by the British to ridicule the Americans during the Revolutionary War. The Americans took this ridicule with good spirit and turned the ridicule on the British by adopting the air as their own national air. The words we now have were not composed until 1776, about the time Washington took command of the army. This song is a genuine American song.

"Dixie," our own Southern air, was used merely as a song for amusement before the Civil War and was not at first adopted as a Southern song. This song was used even during the war as a piece that caused great amusement.

"The Star-Spangled Banner," our national air, should by all means be emphasized in the grades as our own national song. Every child should know what the "Star-Spangled Banner" stands for and should rise immediately when they hear it sung, and, if there is a flag, salute the flag during the singing. This song carries a sad but thrilling story with it which the children should know. During the war of 1812, about the time Baltimore was under bombardment, Francis Scott Key, who was a prisoner of war, was on a ship anchored out in the Chesapeake Bay. From this ship Key and his friends were in a position to see our flag waving over Fort McHenry during a battle. They watched anxiously all day, expecting each minute to see our flag come down. At night the noise of the bombardment was awful, and held them in suspense until in the morning as the first rays of the sun came over the hills Key could see our flag still waving. The words of this song came to his mind and he jotted them down on the back of an envelope. That day, after he was released as a prisoner, when he reached Baltimore he had handbills printed with the words of our national song.

"Columbia, Gem of the Ocean," is another of our national songs which carries a spirit of feeling with it.

The children should know something about the national songs of other countries, so that they may feel the sentiment of the songs as they feel their own. "La Marseillaise Hymn," the most popular of the French hymns, was composed in 1792, during the French Revolution. It was sung with much enthusiasm by the soldiers condemned to death as they were led out to give their lives for their country. The sounds of the song could be heard until the last one of twenty-one was taken. This song gained its popularity after "The Reign of Terror" and was adapted as the national air of France. This song is sung with feeling through all America.

The new songs that are sung by boys and girls today, showing our feeling in this war, are very interesting to teach in the classroom. A few of these songs, such as "We're Going Over," "Joan of Arc, They Are Calling You," "Over There," "What Kind of An American Are You?", "If I had a Son for Each Star in Old Glory," and "Good Bye, and Luck be with You, Laddie Boy," are splendid popular patriotic songs for the grades. All these have good thoughts and a martial swing in them which will develop a sympathetic feeling. These thoughts can be made much clearer by asking questions concerning them. The children take on to these quickly and enjoy them very much. They should be used to stir up a sentiment of patriotism among the students and are good to use in patriotic rallies.

In my practice teaching in the Model School I taught as my first song "We're Going Over." I tried to put my whole heart and soul into the song while teaching it, and the children were carried away with it. I asked thought questions about different phrases in the song, and they

gave quick response. By these questions the children soon learned the words and enjoyed singing it. This song is especially good to mark time by, and the children use it as a march coming out of chapel in the morning.

The following are a few of my questions on this song, "We're Going Over."

After I had sung the song for them I let them name it. Then my questions were as follows: "What do you think they are going over to France for?" "What fuss do they want us to settle up?" "Do we care if we have to settle up this fuss?" "What is it we are going to do to prove to them what the Yankee Doodle boys can do?" "Who are the Yankee Doodle boys?" "When are we coming home?"

The way of teaching patriotic music depends on whether it is taught to a class or to a crowd. In teaching and singing patriotic songs such as "America," "Dixie," and "The Star-Spangled Banner" the children should have books, if possible, but in teaching the popular patriotic music, as "We're Going Over," and "Over There," rote is best. The directions for teaching rote songs are as follows:

1. Teacher sing song through, class listen.
2. Informal talk about meaning of song.
3. Teacher sing song through again.
4. Teacher sing first phrase many times.
5. Class sing first phrase, teacher listen.
6. Second phrase to be taught like first one.
7. Teacher put two phrases together.
8. Third phrase to be learned like first, also fourth.
9. Put third and fourth phrases together.
10. Teacher sing the song through.
11. Class sing the song through.

Address by Samuel M. North, Inspector of High Schools in Maryland

mR. SAMUEL M. NORTH, State Inspector of High Schools in Maryland, delivered an address at the Training School on the evening of October 15.

Mr. North gave a clear, concise, and interesting explanation of the system of public schools and school laws in Maryland, and the conditions which prevailed prior to the change.

This is of peculiar interest in North Carolina just now because of the new school laws which have just gone into effect this year, and which are similar to those of Maryland.

Mr. North showed the professional side and then the material side.

He summed up the situation as it is here given.

The certification of teachers has been taken from the hands of the county superintendents and placed in the hands of the State Superintendent, and the selection of the teacher taken from the board of trustees, or committeemen, and placed in the hands of the county superintendents. The committeemen are held responsible for the material help, and the teacher is no longer carpenter, scrub woman, janitor, paper-hanger, etc., because the committeemen see that these things are attended to.

Maryland was spending a great amount of money for her schools without getting the results she should get. In order to see where the trouble lay, a survey of the schools was made and a type study was made. The result was a new set of laws. She is spending no more money now, but is getting results, simply by readjustment.

The line of demarcation between the high school and the elementary school is very sharp. The requirements for the former are that the applicant must be a graduate of a first-class college, must have had 200 hours of secondary education, and adolescent psychology, and must have pursued her specialty.

The elementary teacher must be a graduate of a high school and must attend a normal school before getting a certificate.

When Maryland reorganized her system of schools it realized that the chief thing it must work for was to get better teachers, better classroom instruction for the children, and that this could not be done unless it had trained teachers. Therefore, one million dollars was set aside for the rebuilding of the State Normal School. A committee inspected various normal schools of the country. Many remember well their visit to East Carolina Teachers Training School. When they reorganized

their normal they modeled the new school after the plan of this, the Greenville school. Mr. North says this school is constantly quoted in Maryland as an authority.

Maryland realized that the biggest tragedy in American education is the old-time country school, just as North Carolina is realizing, and set herself the task of improving these schools by consolidating them and by giving the teachers professional guidance through supervisors.

The new laws have been at work in Maryland long enough to prove that they can work well, and results are seen at every turn. That means that North Carolina will soon see results also.

It was discovered that there were only 30 per cent of the teachers who were not changing each year, and salaries were at a standstill. In spite of the great sums of money being spent, the children were no better taught and one million and a quarter dollars was being spent on 65 per cent of the children. "A thinker thinks aloud," therefore it was impressed on the Legislature that the schools should be surveyed. The General Board of Education actually saw 40 per cent of the white schools and 20 per cent of the colored. They made type studies.

As a result in something over a year Maryland had these new school laws. There is no more money spent than by the old way; it has been simply a matter of readjustment, from the top down.

By the old way a child from the seventh grade could get a certificate—and could get a school, the worst and hardest kind of school to manage. Now this is impossible. Before the readjustment some counties were full of small schools; for example, there were five schools only three-quarters of a mile apart, in a straight line, in one Eastern Shore County. Consolidation has changed all of this.

Every county in Maryland has primary school supervisors, helping tactfully with theory, methods, and devices gained through years of experience, and there is usually more than one in a county, the best counties having as many as eight.

The old-time county superintendent, who was a mere clerk, a manikin, is now a real personage of flesh and blood and brain.

Now the children are going to school partly because the attendance officers are wise women who see that the laws are enforced. The percentage of attendance in 1916-17 was from 9 to 10 per cent higher than it was the year before.

The three things that are strictly professional that have brought about changes have been (1) certification of teachers, (2) supervision, by giving teachers a source of help, and (3) compulsory attendance.

On the material side the two things that have received careful attention are (1) architecture and (2) accounting. The windows have been closed on one side and enlarged on the other so as to overcome bad lighting.

A standardization of grades has been established. No longer are students who are doing only sixth or seventh grade work classified as eighth or ninth grade. The course of study in the high school has been reorganized. Latin is not required. In the course leading to college the requirements are four years of English, two years of Mathematics, two years of History and two years of Science. Domestic Science is in the course. The high school is growing fast. In the past twenty years the high school has increased four times faster than the population of the country. People are sending their children to the high school, and from the high schools will come the leaders.

President Wright in introducing Mr. North, a close personal friend and a former coworker, said that he was a teacher who had given his life to the work and had no apology for being a teacher, because he loves folks. In its code of laws on public school education, he said, Maryland is at the forefront. The new laws in North Carolina profited by the laws Maryland was just putting into practice and followed her example. He reminded the audience of the fact that when Maryland was planning to reorganize its normal school it sent a commission here to this school that saw what we were doing, and that they followed this school as nearly as possible.

Mr. North impressed the people of the Training School as a man of magnetism and force.

Impressions of the University of Chicago

MARIA D. GRAHAM

WHILE the impressions one gains from only a six weeks course in a great university are very superficial from the university viewpoint, they mean much to the teacher who has been *giving* for a good long period without taking time to stop for refreshment or recreation. Even in as short time as six weeks the purposeful teacher can gain much in enthusiasm, in inspiration, in encouragement, in breadth of vision, in addition to whatever knowledge he may gain in the classroom and outside.

While Chicago is not very far West, it has a decidedly western air as compared with New York City. The bigness and broadness of the university first impressed me greatly: the large campus, the broad stretches of rich velvety green grass, the number of splendid tennis courts in every direction filled with players at practically all hours of the day, and the vast number of large, handsome buildings. Nor could one fail to be pleased with the harmony of the whole scheme due to a well-defined plan and to one style of architecture. The buildings at some universities look like patchwork—some of stone, some of red brick, some of pressed brick, some of one style of architecture and others of another. Such is not the case at Chicago University, for all the buildings are of brown stone and all of a similar style of architecture. It seemed to me that every possible building was to be found, and that there was no limit to the amount of money that had been spent in such a short time, for the university is only about twenty-five years old. I had not been there long, however, before I heard of many improvements to be made in the near future.

And yet, in spite of the bigness of the place, there is a "homeiness" about it one could hardly expect. This is due in part to the fact that the university is so far from the business part of the city. It is really a village in itself. Instead of one large dormitory for women students and another for men, there are five dormitories or halls for women and five for men. Each of the ten dormitories accommodates from forty to seventy-five people. Each has its own homelike parlor, library, and dining-room, and a group of people numbering around fifty can in a very short time become fairly well acquainted. The increase in expenses because of so many dormitories is not as great as one would imagine, for the buying and cooking and the laundry work for all of the halls is under the same management. The same meals are served in each at the same hour.

The number allowed to register for the various courses is also limited, and therefore most of the classes are small. Women students are given

the same consideration as men and are granted admission to practically all classes. Within the last two years a special woman's building, *Ida Noyes Hall*, has been constructed and presented to the university. The architecture and furnishings are not only handsome, but exhibit the best of taste. This hall contains a gymnasium for women thoroughly equipped, a swimming pool, rest rooms, reading rooms, reception halls for all kinds of socials, a ballroom, and a cafeteria. It meets a long-felt need, especially on the part of women students who cannot obtain rooms in the dormitories. Mandel Hall is the general assembly hall of the university. There public meetings of various kinds are held. In it is a splendid pipe organ which is used at the chapel exercises conducted there each day and at the regular Sunday 11 o'clock service. The chimes which peal forth each morning and evening bear a kindly message to all expectant listeners.

As for the work, I was impressed with the fact that every one was there for *business*, and that *grades* were of great importance. I also received my first introduction to "term papers." In nearly every senior college and graduate course classroom work counts for one-third; a term paper which represents about thirty hours of reading and research work counts for one-third; and final examination counts for one-third. Because the recitation counts for only one-third there is a free and easy spirit in the classroom.

One of the courses for which I registered was a graduate course in Rural Education. There were two sections, one large, the other small. I was fortunate in being in the small section in which there were only ten students, three women and seven men. The teacher was Mr. George Roberts, professor of education in Purdue University, Indiana, a real man and a real teacher. Two of the members of the class were from Missouri; one each from Michigan, Minnesota, Montana, Ohio, North Carolina. Canada, Japan, and India each had a representative also. The roundtable conferences were indeed interesting and instructive. They were eye-openers. I learned that where the teaching of agriculture really amounts to something there must be a school farm and a school garden, and that the teacher of agriculture should be a trained man who lives in the community in which he teaches and be employed for twelve months in the year. Among some of the topics studied and discussed were the following which make for better rural schools: the reduction of the number of school officers, the prepared and efficient superintendent, the creation of a larger taxing unit (the county instead of the township), a different basis for the distribution of State aid, consolidation and longer terms, compulsory attendance enforcement, better supervision, better trained teachers, a redirected curriculum.

The other two courses for which I registered were in the teaching of mathematics. Both were under Professor Myers, head of the Department of Mathematics in the School of Education. The one dealt with

the teaching of high school mathematics, the other with the teaching of elementary mathematics. In both of these courses each student was held accountable not only for what was given in the text-books and on class, but he was also called upon for a short oral report on some live article dealing with mathematics which he found in some recent mathematical magazine. A *term paper* on his *individual problem* for the coming year in the teaching of mathematics was also required of each student in both courses.

The chief topic of study and discussion in the course in the teaching of high school mathematics was the question of *Unified Mathematics*, or *Fusion Mathematics*. By fusion mathematics is meant the union in instruction of arithmetic, algebra, geometry, and trigonometry, so that they are made as nearly as possible a coherent, composite whole. The simpler principles of the above subjects are brought together in such a way as to lead up to more complex aspects of these branches of mathematical science. Interest in this question of fusion mathematics is what took me to the University of Chicago this summer. We had been attempting some work along this line for two years here at the Training School, but we were not altogether satisfied with results. We wished to better organize and unify, so I went to where it had been tried out with success for a number of years. Professor Myers strongly recommends a course in fusion mathematics for the first two years in the high school, on the ground that such a course approaches most nearly to the dominant general educational ideals of today: *practicality, psychological justifiableness, social value*. The University High School has met with marked success in teaching fusion mathematics. They claim that the number of failures in mathematics has been greatly reduced and that the interest in the subject has been increased. Graduates of the high school have no difficulty in entering standard "A" colleges and in making good after they enter.

Mr. Breslich, head of the Department of Mathematics in the University High School, has edited a series of text-books in which arithmetic, algebra, and geometry, together with a good deal of trigonometry, have been unified. These books are called "First-Year Mathematics," "Second-Year Mathematics," "Third-Year Mathematics." These are the texts which he and his colleagues use in the high school. By special permission from Dean Gray, I was allowed the privilege of observing Mr. Breslich teach a class in Second-Year Mathematics for one hour each day. There I saw the theory studied in Professor Myers's class put into practice. This observation class meant as much to me as any other course, and perhaps more. I saw that pupils should be made to do stiff thought work in fusion mathematics as well as in our ordinary standard courses. As a result of the two courses, we already have on hand Breslich's First- and Second-Year Mathematics for use in our two preparatory classes here at the Training School.

In the course in the teaching of elementary mathematics the great values of *motivation* were stressed. Plays and games as a means of motivating arithmetic were strongly recommended. The importance of *habituation* was also emphasized, but the dangers of present tendencies towards *habituation* without a proper amount of *rationalization* were carefully pointed out. If the pupil *understands*, habituation comes with far greater ease. The only way one can fail to become a *machine* is to think to the bottom of things, to *rationalize*.

Standard practice tests were recommended especially for drill work in the elementary grades. Supervised study was urged for pupils taking either elementary or secondary mathematics. In fact, supervised study in all subjects in all grades from the fourth up seems to be the topic of most importance to educators first now.

Because of the remoteness of the university from the car line, and because of a full schedule, I did very little sightseeing. Public lectures and addresses of a very high order were open to the students each afternoon without cost. Besides these free lectures, there was a series of pay entertainments given Friday evenings. As I did not take my tennis racket with me, my recreation consisted of an hour's walk each day either to Washington Park or to Jackson Park. Bathing in Lake Michigan and rowing on one of the lagoons were enjoyed by many.

From the above account you can draw your own conclusions as to whether or not summer school work, even for only six weeks, counts for much with the busy teacher who is unable from the point of time or money to afford a year off for study.

A Menagerie of Plants

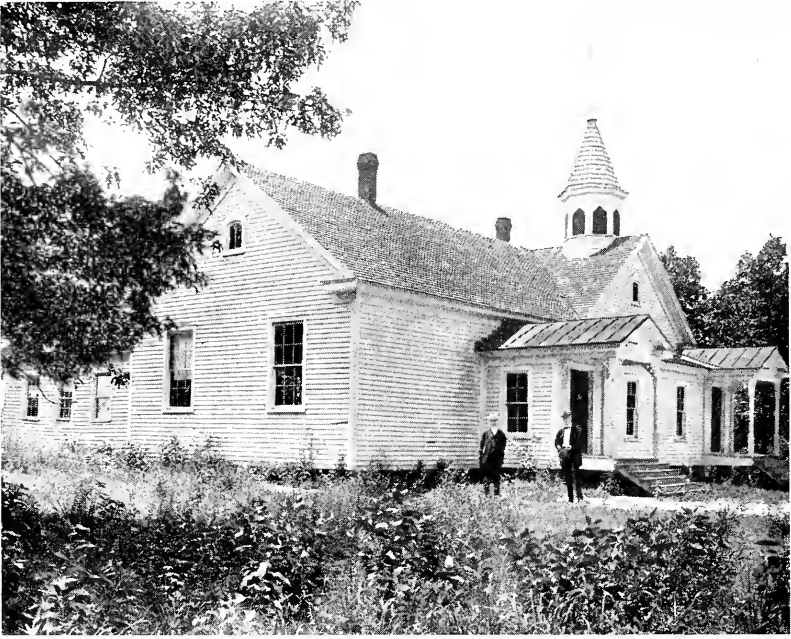
"Sharp Eyes," making a collection of plants for use in Nature Study, finds this botanical menagerie living in peace on the campus of East Carolina Teachers Training School.

Woolly Elephant's Foot
Partridge Berry and Dog Fennel
Colt's Foot and Horse Nettle
Hawkweed and Henbit
Beggar's Lice
Pigweed
Butterfly Weed
Rabbit Tobacco
Toadflax and Rattlesnake Root
Dogwood and Fleabane
Lion's Tongue and Lamb's Quarter

She wishes to transplant from other fields:

Adder's Tongue and Bee Balm
Lizard's Tail and Monkey Flower
Sheep Laurel and Squirrel Corn
Turtle Head and Whippoorwill's Shoe
Fox Glove
Tiger Lilies
Moccasin Flower
Catnip

Will some one help her find them?



(1) The Joyner Schoolhouse as it is now.
(2) The original Joyner Schoolhouse.



The Training School Quarterly

PUBLISHED BY THE STUDENTS AND FACULTY OF THE EAST CAROLINA TEACHERS
TRAINING SCHOOL, GREENVILLE, N. C.

Entered as Second Class Matter, June 3, 1914, at the Postoffice at Greenville, N. C.,
under the Act of March 3, 1879.

Price: \$1.00 a year. 25 cents single copy.

FACULTY EDITOR.....MAMIE E. JENKINS

STUDENT EDITORS.

LANIER LITERARY SOCIETY	POE LITERARY SOCIETY
SADIE THOMPSON, <i>Editor-in-Chief</i>	RUTH FENTON, <i>Business Manager</i>
CORA LANCASTER, <i>Assistant Editor</i>	ELSIE MORGAN, <i>Assistant Editor</i>

ALUMNÆ EDITOR.....BETTIE SPENCER

VOL. IV	OCTOBER, NOVEMBER, DECEMBER, 1917	No. 3
---------	-----------------------------------	-------

The Model Rural School The acquisition of the Joyner School as the Model Rural School affiliated with East Carolina Teachers Training School is perhaps the most significant thing that has happened in the history of the School since its doors were first opened.

It brings to fulfillment the promise made to the State when the School was established; this promise is incorporated in the charter granted by the State Legislature of 1907, and is given in section 3, where the purpose of the School is stated:

“That the said School shall be maintained by the State for the purpose of giving to young white men and women such education and *training* as shall fit and qualify them to teach in the public schools of North Carolina.”

The authorities have been fully aware of the fact that teachers are not fully qualified and fitted to teach in the public schools of North Carolina until they have observed and taught in a rural school.

The opening of the Joyner School is the third step in putting into practice the original plans for giving the student-teachers opportunities for teaching.

**Growth in
Practice
Teaching
Facilities**

In the fall of the second year of the School there was rejoicing when one grade in the Greenville Graded School was set aside as a practice grade, one critic teacher in charge, and the first seniors began their practice teaching under manifold handicaps. Great indeed was the rejoicing when the Model School was opened, with four grades and every advantage for practice teaching. This was in the fall of 1914. It seems to advance in decades of four years. For four years the seniors trudged to the one grade at the graded school; for four years they have had only four grades in which to teach. Next fall, at the beginning of another four years, there will be every grade below the high school, and a rural school.

**The Work of
Joyner School
This Fall**

The "Joyner School" has become a part of East Carolina Teachers Training School and at the same time keeps its own identity. The work this first year is that of adjustment, getting things in shape so that student-teachers of the Training School who intend to teach in the country can observe the critic teachers doing their work, both in the schoolroom and in the community, and can, under the supervision of these critic teachers and the direction of the Department of Pedagogy in the Training School, have some practice in teaching in this school. This means that the critic teachers must first have a chance to see for themselves what is to be done and that the people must have time to grasp the situation so that there will be no loss of motion, no friction, no waste from pushing ahead prematurely. This further means that the students of the Training School have not yet started their work in the school.

Each step of the way will be carefully followed and fully reported. The teachers of the school will report their problems and some of the things they are doing, giving suggestions to others from time to time. When the student-teachers get to work out there their suggestions will be published in the *QUARTERLY* just as those from the Model School have been published for the past three years.

**\$500 in Loan
Bonds**

Five hundred dollars in Liberty Loan Bonds is excellent for this School. The significant fact is not so much the amount of money, but that every single permanent organization that has any source of income subscribed for bonds. Classes that had not had time to organize came together for this purpose alone and bought bonds. They caught the true spirit of the war by stressing the idea that this giving was to be made from what they had by turning it from some other place to this.

The feeling was strong that each one wished to have an active part in whatever war work was to be done.

The Schools and War Work

The schools have placed themselves at the head of the roll in helping with war work, and that is where they should be. When it is taken into consideration that the schools are all consumers of wealth, and not by any stretch of the imagination can be placed as producers, they have done well indeed. The students in these schools have nothing of their own; they have no ways in which they can make money except to readjust their allowances. Whatever they give here is taken from there; they have to "rob Peter to pay Paul." If they get up dramatic performances and bazaars to make money, they are making a sacrifice of time, and in a schoolgirl's life the time is so nearly filled there must be a careful redistribution of time for her to get in anything beyond the routine. The teachers, it is a well-known fact, are on salaries that give little margin for anything beyond the necessities of life.

To Liberty Bonds they have given their money, and most of it comes without taxing the homefolks, but by doing without something. To the Red Cross work they are giving their recreation time, and are turning that into recreation. To help in food conservation they are giving up chocolates and other candy, and "eats," and this is a real sacrifice to a schoolgirl, a sacrifice that others hardly realize.

Deny Yourself Christmas Gifts and Giving

Turn your Christmas giving into war work. If it really is the thought and the feeling that make the gift count, send the thought to your friends and send the gift to the soldiers or turn the money into war work. Spend as much as ever, but spend it differently. Every magazine is full of suggestions as to what to do. The article in this issue of the *QUARTERLY* on "What Can We Teachers Do?" has suggestions. The Red Cross and the Y. M. C. A. will gladly help you to place your gifts. That soldier boy from your own home or neighborhood knows soldier boys who have no people to look out for them. You and your friends work together for the boys. Do not let the children lose faith in Santa Claus, but they can quickly see the reason for fewer toys if they know that Old Santa is taking the things they did not get to little children across the seas, or to the big soldier brothers far away.

The article, "What Shall We Teachers Do?" is full of timely suggestions, and is written by a teacher who knows and understands conditions thoroughly, and can speak with feeling. Read this again and again and see exactly where you can take hold and do your part.

North Carolina's Interpreter of the War

Hon. James H. Pou has become North Carolina's master interpreter of the war to the citizens of the State. He is a close student of history and of political situations, and is one who can see far back into the causes of present-day conditions and events, and can look far into the future and see towards what results present tendencies are moving. Not that he can foretell what will be the outcome, or prophesy as to what will happen, but he can project "ifs" and draw conclusions.

He is a man of imagination and one who knows people, in the mass as well as individually. He is one of those men who are spending themselves utterly for the cause, trying to do their part by living for the cause as the young men have given themselves to die for it, if necessary. His interpretation in this issue of the *QUARTERLY* is worthy of being preserved among the documents you are going to put away for your grandchildren to read.

The Bon Between 1861 and 1917

The reminiscences of the veterans of the War Between the States have peculiar significance now. There is a sympathy and understanding between this generation and that which was impossible so long as the younger people had had no war experiences. It is fortunate that there are still some who can tell of the struggles and mistakes and failures and triumphs of those days, and can help us to profit by them. Miles O. Sherrill, so well known throughout the State, in recent years as State Librarian, recalls his war experiences and lets the boys of today see how a young man of that other war fared.

"Their Wounds Speak for Them"

"To read of the experiences of the soldiers in this war is thrilling, but I have seen and talked with those who have been over the top, in gas fights, and in air raids, and have the wounds to show for it, and that is what makes it all strike into your being." This is what one soldier on the other side writes. The veteran who has gone through a long life, here in the South, without a leg or an arm, a figure we have been accustomed to all our lives, is now getting a sympathetic appreciation because this generation realizes the horrors he has lived through.

Make Eatless Parties Fashionable

"Eatless parties" should become the fashion. Refreshments are not served because of the food value of what is served, but for the social value. Can you not prove that you can be entertained without having to have your palate tickled?

Are You Helping?

Are you keeping before your public the need for the wheatless, meatless, sweetless meals? There are so many things left for us to eat, it seems as if we could easily give up the few things we are called upon to give up. We of the South are fortunate because we have been partly reared on cornbread, grits, rice, and sweet potatoes. These things are plentiful and we do not have to cultivate a taste for them. Doing without them would be a real deprivation. A little less flour bread will hardly be missed. Yet even if we missed it greatly, we still should give it up cheerfully. Teachers, are you preaching the gospel of the clean plate and helping with food conservation?

Heed the Calls

Is it not strange how quickly we become accustomed to a thing? Are you not among those who have become so accustomed to giving that the more you give the more you find you can give? We had a feeling that we were being sapped last summer, but that was the first tapping of the sap, and we find even now that the sap is just beginning to run freely, and we can be tapped time and time again without being seriously injured.

It was easier to raise the thirty-five million dollars for the Y. M. C. A. work this fall than it was to raise the five thousand dollars last summer, the campaign workers claim; and they do not expect to have to work at all for the next money they call for. The last call for a bond issue in England went faster than the first calls three years ago.

Link Up School with the War

The embarrassment of the richness of material for enlivening school work is the only trouble in "linking up with life" every subject in the curriculum. Heretofore the teacher was often at her wits' end to know how to attach the child's experiences with things they should know in geography and history and arithmetic; she floundered around trying to get outside of the little routine of neighborhood life for subjects for composition in English, and the connecting links between their minds and the necessary background for the simplest classics sometimes had to be slowly, carefully, and laboriously built up from the outside. What a change! If the teacher only halfway keeps in touch with moving events she can lead the children out into events that illumine the whole school life. Even those of us who thought that we knew and had understood and felt have had the flashlights of present-day events clear up the dim spots, and find that much of it was gray and cloudy.

You may have been lulled to sleep by the soothing sound of the word "motivation" on the pedagogue's tongue, but that abstract idea should now be a live, concrete thing in your work.

**Remember
Jean and
Susanne**

True, sister teacher, little Johnnie and little Susie are the subjects of most vital concern in your work, therefore, in your life, but are you letting little Johnnie and Susie stay so near to your nearsighted eyes that you cannot see the little Jeans and Susannes and the whole world of events that are now centered around their homes?

**The Voice in
the School-
room**

He that hath ears to hear does hear the voices of the teachers in the counties and in the towns, and he that hath not ears to hear is sometimes blest because he does not hear these voices. Do teachers think that the mere crossing of the threshold of the school causes the children to become deaf? Is it because they imagine themselves on a stage, with a back gallery to be reached and the orchestra to overcome? Can they not realize that they are talking to children who are in the same room?

**The Teachers'
Assembly in
Charlotte**

The meeting of the Teachers' Assembly gives the teachers an opportunity to see one of the camps, to get in touch with the atmosphere of the war, to get a glimpse of the activities of the training, of the life the soldier lives before he goes over, to see the effect of this on the community into which it has come. Some will only catch the outside, see only the uniformed men, the outward show; some will be so busy with their own problems they will not see beyond the one thing they went there to see; while others will see and hear all there is to see and hear, both in the meetings of teachers and around Charlotte.

"I want it said of every Training School girl that her word is as binding upon her as any law ever written upon the statute books of the State." "May it never be said that she broke her contract without cause." These are utterances by President Wright. Peculiar temptations are now coming to the teacher. So many jobs are vacant, looking for teachers, and the bird in the bush looks so much more attractive than the one in the hand. Be careful that you do nothing that is not honest.

Suggestions

First Grade Conversation Lessons on the Home

"What can I possibly do with this subject so as to appeal to the baby children in my grade?" was the question that confronted me when I had been given my assignment, language, for practice teaching in the first grade.

"Home" was my topic, and I planned my work so as to get from the children a greater appreciation of home and its members and I hoped to get freedom and ease in expression.

The three questions on which I based conversational lessons were as follows:

1. What did you do before you came to school this morning?
2. What does mother do for you at home?
3. What does father do for you?

The collective response to my first question was:

"I got up, dressed, washed my face and hands, combed my hair, ate my breakfast, and came to school."

As each child wished to answer the question himself, this took up the language period for one day. It was found almost invariably the mother or father helped them do almost all they did. This naturally led up to what mother and father did for them.

We got from the children such replies as: "Mother cooks my breakfast, helps me dress, puts me to bed. Father works and gets money to buy my clothes and food."

To make home more impressive, and to get the children to see a similarity between our home life and that of animals and fowls, we had a few lessons on the home, and family life of the chicken, bird, squirrel, and rabbit.

I told the children that soon we were going to build a little home, but before we began I would tell them a story, "How the Little Boy Got His Home," which is by C. S. Bailey and C. M. Lewis, from "For the Children's Hour." Below is given a brief outline of the story:

1. Introduction of the little boy and his family.
2. The "Home Bank."
3. Plans for the home building.
4. The father's work in the forest.
5. The father's return, and the home completed.

The children became very much interested because of the story and the idea of building a little home. The story proved to be an excellent introduction for the playhouse.

The playhouse had to be very simple because we started it early in the year and had only a very small corner of the classroom in which to build it.

We used two wholesale egg boxes, each having a partition in the middle. Our idea was to put one on top of the other, having the front facing open. This enabled us to look into the rooms easily, and gave two rooms upstairs and two downstairs. We had no doors and windows in it.

We wished to leave it here for the children to arrange the rooms and see if they could think out a plan so as to have more rooms than those already provided, using just the two boxes.

In the next few lessons the arrangement of the house was decided upon. In the meantime the children had been asked to observe their homes. One lesson was especially good in that the children responded with much careful thought and good judgment, giving a reason for their ideas.

For example, when we were discussing how we were to arrange the four rooms in order to put in a bathroom, they resented the idea most bitterly of having to cut off part of the dining-room or kitchen and put the bath next to these. This was suggested because we thought we could do with a smaller cook-room or dining-room better than a smaller sitting-room or bedroom. We also wished to give the children a chance to judge and decide as to the proper placing of rooms with reference to each other. They finally decided to take out the partition upstairs and arrange two partitions, making the bedroom and sitting-room smaller, and thus make room for a bathroom next to the bedroom.

The children appreciated the playhouse much more because they really did much of the actual work themselves. The children had made a foot ruler, and learned what the foot and the inch was, in a drawing lesson. They were eager to use these rulers whenever occasion arose for taking measures in building the playhouse.

I took a group of boys down to a store in town and let them help select and measure the material for the partitions and the roof. Another group helped saw the partitions and put them in, and cut the cardboard roof and put it on. Another group helped paint the house.

This work was done outside of class, but these boys gave a report to the class of all outside work. In one of the drawing lessons they had made borders for papering the walls of the playhouse, so we took a class period and let a group of girls paper one of the rooms. We called these little girls our "paper-hangers," since we had learned the names of those employed in building a house, carpenter, mason, etc.

My time having expired in this grade, I left the furnishings of the house to my successor.

CELLEIE FERRELL, '18.

The Harvest as a Language Topic in Second Grade

The harvest was the central theme around which I grouped a number of coöperative language lessons for the second grade in the Model School. This topic, as I dealt with it, naturally divided itself into nine distinct lessons, most of which were purely conversational. The general purpose of this piece of work was to give the child a general knowledge and appreciation of the harvest; also to increase his conversational ability.

I introduced the harvest in general, and took wheat as my special topic for the first day. I started with the bread the children ate for breakfast, and took it through all the processes from the grain to the loaf.

First, the wheat planting was taken up in three points: time for planting, preparation of soil, and methods of sowing. Then followed the growth of the wheat, the appearance immediately after sprouting, the appearance at time of ripening. Next, naturally followed the wheat harvest, which was dealt with as to the time and the methods. Some of the children were not familiar with the hand method and others knew nothing of the reaper; thus they had a good time exchanging experiences. Then we imagined the wheat in the mill, and studied all the different processes through which it went to become nice white flour—the crushing, the sifting, and the sacking. Lastly, we saw the flour distributed to bakeries, stores, and homes.

A few members of the class had never seen wheat, and knew nothing of the source from which their bread came; hence they had no apperceiving basis, which was a disadvantage. But most of the class responded beautifully.

Wheat was given as the drawing lesson for the day, and the song, "The Mill Wheel," was taught at the music period.

The story, "How Bread Came to the Children," the wheat lesson in story form, found in *Kindergarten Review*, November, 1909, was used for the next day, to fix the lessons already taught. After the story was told by the teacher, a dramatization was planned and carried out by the class.

The harvest of fruits was the next natural division. I took the apple, the peach, and the grape as types, and led the children to compare them as to relative value, and to name the uses of each. This was followed by the marketing of these fruits, which was taken up in two points: marketing at home, and marketing afar off. This, of course, involved the different ways of gathering, packing, and transportation. The next step was the storage of fruits raw and in other ways. Before we left the fruit harvest a brief summary was made by the class.

Pears and apples were drawn, and the "Autumn Song" was taught that day.

The next lesson was an experimental lesson, and it had a number as well as a language phase. Under directions of the teacher, the class peeled, cut, measured and weighed apples for drying. This introduced the scales and the quart measure; and also gave the child a practical lesson in the storage of fruits.

The next week a lesson was given to check up this one. The class measured and weighed the fruit again, and noted the amount of shrinkage and the loss in weight. The conclusion was that drying was a good way to store fruit, because it is light and easily handled, and keeps well. A good bit of conversation was brought in about drying other fruits and vegetables. This was handled by letting the children exchange their own experiences. Finally, under direction of the teacher, the class wrote an account of the proceedings and the results, to carry home to their mothers.

The story, "The Big Red Apple," an excellent one to follow the fruit harvest, was given as the next lesson. After the story was told, and the harvest side stressed by the teacher, a dramatization was planned and carried out by the class.

After the fruit harvest, I took the class on an imaginary nutting party. They planned to take an all-day trip down Tar River. Each child was to take something to contribute to a picnic spread; also a basket for nuts and a fishing rod.

The real teaching came in the gathering of the nuts—walnuts, hickory nuts, scaly-barks, pecans, and chinquapins. We took up how each grows, how they are gathered, and their uses. Our nutting customs were contrasted with those in California, where they suspend school two weeks to gather nuts. This is known as "Walnut Vacation." The lesson was ended by different children giving their own nutting experiences.

The harvest of vegetables, another natural division, was divided into three points: classification, marketing, and storing. The vegetables were classified according to the parts used. Some of the leaf vegetables taken were cabbage, collard, lettuce, and mustard; roots: turnips, radish, carrot, and beet; stem: celery, and asparagus; fruit: tomato and okra; seed: peas, lima beans, and corn; flower: cauliflower.

The marketing took in gathering, packing, and transportation of the different vegetables, for both home and distant market.

Next, I took up the storage of vegetables, and discussed those that could be canned, and those, such as turnips and potatoes, that could be stored raw.

Pumpkins, turnips, carrots, beets, and radishes were given in the drawing lessons that day and the day before.

Corn was the next topic. I gave the Indian legend of the first corn, taken from Hiawatha, after which followed a conversation lesson. First, the planting was taken up in three points: time, preparation of soil, and

methods of planting. Some children had never seen the old method of dropping each grain by hand. Next was the growth and cultivation of corn, and, finally, the harvest. The different hand methods of pulling and cutting corn, and also the machinery methods, were discussed. We also talked about the old-time corn shucking and the cribbing.

The various uses of corn were dealt with, special attention being given to grinding it into meal for bread.

A stalk of corn was given as the drawing lesson for that day.

After we had finished man's harvest, the harvest and preparation for winter in the animal world was taken up. First we took the squirrel and discussed his zealous habits of storing nuts. Poems that fit well here are, "Bushy Tail in October" and "The Squirrel's Arithmetic." The habits of birds in fall and winter were studied—those that migrate and those that stay here. The scarcity of food for birds was mentioned, and the children were encouraged to feed them in winter. Next the rabbit and the opossum were discussed—their ways of getting food and where they make their beds. After this came the domestic animals—the horse as a type—and what they do in fall for winter. Finally, we took the lower forms of life, such as the worms, ants, snakes, and frogs, and found that they are very different from others in that they sleep all winter and require no food.

One of the best things about the whole piece of work was the harvest poster. All the fruits, vegetables, corn, etc., that were drawn were saved and the best selected and mounted on brown paper about 30" x 42". Two tall stalks of corn were mounted on each side, and the fruit and vegetables about the middle, in groups, each according to its kind. This made a very attractive poster, and the class was pleased to see such results from its work.

A farm scene on the sandtable may also be worked up effectively. When the harvest topic was finished, I saw that the children had a better idea of the harvest, and also a greater appreciation of it.

GLADYS YATES, '18.

[The farm in the springtime, planting the seeds and getting things started, had been given in the first grade in the spring. A sandtable was made and the children had planted seed and had watched products growing. This was written up in the Department of Suggestions in the winter issue of the *QUARTERLY* for 1917.—EDITOR.]

Indian Legends

Indian Legends, because they are mythical and appeal to the child, were chosen for the language work in the fourth grade, to develop organization of stories. They fitted naturally into the history work, also.

I chose from "Legends of the Red Children," by Mara Pratt, the following four: "The Legend of the Rainbow," "The Sun a Prisoner," "The Opeche," and "The Lily Star."

I acquainted the children with Indian life, dwelling mostly on the story tellers of the different tribes. I told how the Indians loved to hear and tell stories of nature. I showed them a picture of an Indian storyteller and his listeners sitting around a campfire. I gave this introduction in a story form with questions thrown in. The value of my introduction was to lead the children to understand how the white people obtained these wonderful stories and put them in books, and explained why they called them legends.

They decided that each child was to make his own book of Indian Legends, copying each story neatly in the book as they learned them. They made these booklets attractive by drawing a wigwam on the cover.

Before presenting each story I rewrote it, translating it into a child's simple words.

I read the story to the children as a whole, asking questions while reading, to see if they were really getting the meaning. I announced to them that we were going to make an outline, having explained that an outline was something that people used when writing stories; that they put all their big thoughts in the outline and put nothing but what was needed to tell the story. I then read as much of our legend as would cover our first big thought, and asked, "What big thing does this talk about?" I would always let several express their thoughts and the rest of the class judge. We now called this our first big thought and wrote it on the board.

I continued reading the story in sections until we had all our big thoughts. Then we went back to our first big thought and by careful questioning and judging we filled this in with smaller thoughts. We filled in the remaining of our big thoughts in the same manner. I always told the children that we wanted to put in *only* what would be necessary for us when we wanted to tell our story.

As we passed from one story to another I could notice that the children were getting more capable of judging the thoughts for themselves.

After we had made our outline we would go over it to see our mistakes. In making our first outline, I found the tenses were mixed, so I had to ask them if it would sound right for us to put one thing as if it had happened a long time ago and another as if it were just happening. I was making them realize tense. In the following outlines the children naturally looked back to see if we had all our things happening at the same time. They also examined the thoughts so as to judge whether we could leave out or add anything. They would sometimes

notice that we would have some of our smaller thoughts under the wrong big one. As we made each outline the children's wits were getting keener and keener.

Now that we had our outline correct, we proceeded with the next lesson, telling and writing the story. I had the outline on the board and let several children tell it from the outline; then they all wrote it, carefully following the outline.

I corrected these first papers and they copied them over in some of their study periods and had them ready to put in their booklets.

Besides getting the idea of organization the children were getting a clearer idea of the paragraph. In teaching this subject this student-teacher learned how to judge ideas swiftly as the children gave them.

The following are two outlines of the story, "The Sun a Prisoner." The first is just as the children gave it, with the tense mixed, etc. The second is after the children made their corrections.

- I. Shooter of Birds.
How he got his name.
He slept for hours on the mountain.
The sun scorches his coat.
He goes home to get a cord to punish the sun.
- II. Shooter of Birds ties the sun.
The animals were so cold that they went into their caves to keep warm.
The flowers and trees drooped their heads for the want of light.
- III. The mole unties the cord and sets the sun free.
The sun goes up and gives them light.
The animals came out of their holes again and the flowers lifted their heads again.
- IV. The mole was blinded because the glare of the sun was so bright.
The mole could still smell and enjoy the flowers and the weather.

- I. Shooter of Birds.
He got his name from shooting birds.
He slept for hours on the mountain.
The sun scorched his coat.
He went home to get a cord to punish the sun.
- II. Shooter of Birds tied the sun.
The animals were so cold that they went into caves to keep warm.
The flowers and trees drooped their heads for the want of light.
- III. The mole untied the cord and set the sun free.
The sun went up and gave them light.
The animals came out of their caves and the flowers lifted their heads.
- IV. The mole was blinded because the glare of the sun was so bright.
The mole could still enjoy the flowers and the weather.

RUTH FENTON, '18.

Assignments for Teaching "Pandora"

The familiar story "Pandora" is one which may be handled in many ways if the teacher appreciates the story, can see the many possibilities, and is able to take advantage of the opportunities presented in it.

In my teaching of the story in the fourth grade, my biggest aim for the group of children with which I was working was to improve oral reading, with special stress upon expression. I found that a few of the children had read the story before; this made me realize that I must put forth every effort to hold the interest of these with the others.

I shall give a few suggestions as to how I divided the story with assignments as given for each lesson.

In my introduction I explained to the children that at the time of the opening of this story conditions were very different from what they are today. Then everything was peaceful—everybody was happy. Now what is our situation? We are in war. I left this question with the children: "What do you suppose could have caused everything to be changed so much?"

Going from this, I said: "Now we are going to read about two children, Pandora and Epimetheus, who disputed and quarreled. Now let us find out what this quarrel was about and which one we think was right." (In this discussion this quarrel may be, in a way, compared to the quarrel between the nations.) This first lesson ended at the point where Pandora is almost tempted to open the box. "Do you think Pandora will open the box? Would you open it? Why? For tomorrow find out what Pandora decides to do about it. By the time you get through page 96 you will know." This was my assignment for the second lesson, which told that "The winged troubles had been allowed to fly out an open door, all abroad." In discussing these troubles, the comparison may be followed up by suggesting that these troubles were as great for Pandora and Epimetheus and as hard for them to bear as the things we are having to endure seem to us. Why? Because it was such an unusual thing, bringing out the idea that these were the *first* troubles. "Exactly what were these ugly creatures, and what did they do?" were the questions naturally arising. These I assigned, with these remarks: "Now Pandora and Epimetheus are very sad, but something will happen to cheer them up. Find out what that is, too." After this has been found out and discussed the children may be asked to suggest ways in which Hope helps us today.

Through using these assignments and taking suggestions from the children I think the story was enjoyed and appreciated. When, after a few review questions, I asked for suggestions for another name for the story, several, such as "The First Trouble," "Trouble and Hope," "Why We Have Troubles," and "How Troubles Came Into the World," were given. These showed that the thought of the story was clear to them.

ELSIE MORGAN, '18.

Checking up Thought-Getting

In testing the children's ability to get thought by reading silently we decided to use other means rather than oral reading.

The children were told to read silently until they found out what a certain person or character said and did, then some child was called on to tell the class what he read.

Questions were asked that required thoughtful reading on the part of the children. They were told to find answers to the questions by reading

silently. They were told to read until they found out a certain thing and see if there was anything they could pantomime or dramatize. Different children were allowed to decide what should be done and to choose as actors particular children. Sometimes they arranged to have a short dialogue.

Some of the questions I asked in the story "Alfred the Great" will illustrate the way in which I handled it. "What sort of man was King Alfred and what did he do for his country?" The children found the answer by reading silently. Instead of telling them to read a certain paragraph, I gave them the opportunity to decide for themselves how far to read. Some child was then called on to tell what he read. All were required to close their books while he reported. "What did the cowherd say to Alfred?" was asked. They were told to read silently until they found out. Then some child was called on to say just what the cowherd said. If there was anything they could act they would readily see it, and delight in trying to imitate some person in the story, while the other children guessed what they were doing. For example: when King Alfred was following the cowherd home one child imitated the cowherd leading the cattle, several children imitating the cattle, and King Alfred followed behind. One child imitated Alfred the Great sitting on the hearth before the fire making arrows for his men. One little girl imitated the old woman in the story, making the bread and cooking it. Then several of the boys tried to act as King Alfred's men did when they saw him coming. One boy was Alfred taking charge of his army.

SALLIE J. WILLIAMS, '18.

A Columbus Contest

The text-books that I found best and richest in detail for study in working up the story of Columbus to give to the children in the fourth grade were the following:

Columbus and the Discovery of America, by Altemus.

Socializing the Child, by Sarah A. Dynes.

Stories of American History, by Dodge.

America's Story for America's Children, or *Discovery and Exploration*, vol. II, by Pratt

Beginner's History of United States, by White.

Builders of Our Nation, by Burton.

Makers of American History, by Chandler and Chitwood.

American Leaders and Heroes, by Gordy.

I picked from these the parts that would present the most vivid descriptions to the children and thereby make the impressions as real and vivid to them as possible. I also used a large picture of "The Landing of Columbus" and "The Eve of the Discovery," and presented them to

the children for study and discussion when these points in the story were reached. This greatly helped to strengthen the impressions they received.

The story was given in the simplest form possible and in full detail, as the children had no text-books and lacked geography as a basis for this work. My outline was very similar to the one given in "Suggestions" in the fall QUARTERLY of 1916; but this year, instead of sandtable, we used a contest. I did not use the sandtable because we were in different quarters and it was not convenient to have one there, though I wished for it.

The contest was given by using questions on cards, and was a means of checking up the teacher's work and also of seeing if the children had the story in a clear and connected form. I made out a complete list of questions to cover the story of Columbus. These were taken from the preceding lessons and brought out the most important points in the story; they also required definite answers from the children. Two children were selected as leaders to choose sides, thus dividing the room into two sections. Then the questions on the cards were asked the children, first of one section, then of the other, as in a spelling match. The card with the question on it was given to the child answering it correctly; and at the end of the lesson the side holding the most cards was the winning side in the contest. There were about ninety questions on this story, some of which are given at the close of this article.

The children greatly enjoyed this method of reproduction, which was new to them; it appealed to their instinct of competition just enough to make them put forth their best efforts to win. Each child was eager to answer the questions and give his ideas on the different points. The work in this contest called for thought on the part not only of the children, but I, the student-teacher, found that it required swift thinking to judge whether the answers given were definite and full enough to entitle the child to the card.

In the handling of this story I fully realized that it is possible for children to get real history without text-books in their hands. I also found that much depends upon the manner and personality of the teacher. By putting one's self on the same plane with the children and being able really to feel and make them see the lessons, it will naturally reflect on the children and appeal to their interest and imagination. It convinced me that history is not just a subject made up of dry facts, but one continuous link of real, romantic adventures and happenings.

A few of the questions asked on the story of Columbus:

1. Who were the first people that lived in our country?
2. Who was the first white man to come over to this country?
3. Why was not the path that the sea captains used in going to India a good one?
4. Why was Columbus not afraid to look for a new route to India?
5. Why was it hard for Columbus to get sailors to go with him on his voyage?

6. Why was every sailor so anxious to be the first one to see land? 7. Why did not Columbus and his men go to the shore when they first saw that they had found land? 8. What did the people on this new land think of Columbus and his sailors? 9. Why did Columbus decide to call these people Indians? 10. What were some of the things that Columbus got by trading with the Indians? 11. What would he have to do to prove to the people of Spain that he had really found a land on which there were strange people and things? 12. Why were the King and Queen so happy over Columbus's voyage? 13. Why did he not have any trouble in getting people to go with him on his second voyage? 14. Why did the people that came to this new country soon begin to dislike Columbus? 15. How did the King and Queen receive Columbus when he was sent to Spain in chains? 16. How did the people of Spain treat Columbus in his old age, and in what condition did they allow him to die? 17. What did the country that Columbus thought to be India prove to be? 18. Why should Columbus be honored as much as if he had really found India? 19. Why has the discovery of America proved to be as great as the finding of a new route to India? 20. Why should all the children in America study about Columbus?

MAY RENFROW, '18.

Language and Number Work

Lack of time for language work is a complaint, particularly among teachers of the first, second and third grades. This shortage in the time element may well be balanced, if the teacher puts a little planning on her work, consults her course of study, and correlates language with her other subjects.

A usage language lesson may easily be taught in connection with number work in the grades above mentioned. The work consists of drill on the additive facts and that great bugbear, the multiplication table. Of course, the teacher presents these facts in some concrete way, but as soon as this is done, comes drill, or putting them on the habit basis. The child must be drilled until he can tell you five and four are nine, or, three times two are six, without having to remember these may be counted with blocks, straws, books, etc. Then to give a good drill we must give our directions in series and clearly, so the child can readily interpret them. If the child can give these directions to the class in the same way, that will score once for good language. There is another element of drill valuable for language work, namely, the responses. These can be made grammatically correct as easily as otherwise. For example, "Three and four *are* seven."

Some games which are used very successfully with number work, and which may be handled from a language standpoint, are "The Guessing Game" and "The Domino Game." The "Guessing Game" is simple and easily handled. A child selects an additive fact, as, six and seven

are thirteen, and comes out before the class and says: "I am thinking of two numbers whose sum is thirteen; of what am I thinking?" Any child raising his hand may be called upon, and he will use the form, "Are you thinking of—and—are thirteen?" This game gives a number of guesses, which drill on both number work and language. This game may also be used with the tables with equal success. Each time the teacher gives the rules clearly and the child must use the correct formula, or he is as much wrong as if he gave the wrong combination.

The second game is the "Domino Game." To give the number facts in a concrete form, the children are allowed to make dominoes with their drawing paper and crayon. A convenient size is one and one-half inches by one inch. They make only the combinations with the number being taught that day and play the game to check up. If the children are learning the combinations with four, in the game they have a range of guesses from five to fourteen. As in the "Guessing Game," a child selects one of the dominoes and comes before the class and says: "I have a card which we have just made; who can guess what it is?" If the child says, "I have *got* a card" he is checked up for not playing according to the rules. The child answering asks, "Have you four and five are nine?" or any of the combinations with four. He also must use the correct form, or he is counted out by saying, "No, he doesn't know how to play, and we don't want any one playing who doesn't know the rules," or something similar. The idea is keeping the child's language standard as high as his efficiency in number work.

The above games are only indicative of the possibilities of language in all drills. Any teacher can see the double value of games of this nature, that is, a thorough drill on the work, and a series of repetitions which will give good language habits. These games may be varied from time to time, when the teacher finds a common error in language, thus she is putting the correct form before the child, drilling on it, and appealing to a very dominant instinct, play. ESTELLE JONES, '18.

Cutting of Playground Games

Cutting playground games furnished much enjoyment to the children in the third grade.

Before the cutting began they talked about the games which they liked to play, then the student-teacher told the pupils that they had let her know with their lips what they liked to play, and now they might show her with their scissors.

To give them a desire to do their best work, she told them she would select the best cuttings to be mounted and put in the room. The student-teacher promised them they might have a guessing game, after they had finished cutting, and guess from the cutting what the game was.

This added enjoyment to the lesson. Then she let the pupils know that she also had cut a game, and they might guess the name of it after they had guessed each other's.

A few minutes were allowed so they might think about what game they wanted to cut. Fifteen minutes was taken up cutting the games. After this they had much fun guessing what games the cuttings represented. Then the cuttings were collected and later the best ones were mounted for a playground poster which was displayed in the front of the room.

Some of the games which they cut were: "The Slide," "Sling the Biscuits," "Mother and Children," "Volley Ball," and "Swings." Most of these were cut so well that the children had little trouble in guessing them.

"The Slide" was represented with two pieces of paper, one being the ladder and the slide and the other being used as a support. A doll was cut sliding down the slide. A group of dolls having hold of hands was cut for the game of "Sling the Biscuits." In cutting the game "Mother and Children" they cut one large doll and several small ones standing about her. One mother doll was cut with a child in her arms. A net and a ball were cut to represent the game "Volley Ball." Holes were cut in the net. The ball was placed on the poster as going over the net. Some of the swings showing the tree that they hung from were cut. A row of swings was cut, some having little dolls standing in the swing, while others cut the dolls sitting down swinging.

MATTIE WHITE, '18.

Random Suggestions for Opening Exercises

"Well begun is half done." From 9 o'clock to 9:15 should be just as important a part of the day's work as the lessons that follow. It may be truly said that the results obtained from the day depend entirely on the spirit that pervades the opening exercises. It is an excellent opportunity to encourage free expression among the children by having them relate their various experiences, thus bringing out the timid and encouraging the social instinct. One should vary and plan opening exercises well, for children, just as adults, tire of monotony, or, too soon they will feel that this time is the most boring part of the day.

Below are a few suggestions that teachers may find helpful in planning opening exercises. These were all used in the second grade this fall.

A short story, as, "Do What You Can," may be told them; thus incidentally leaving a moral with them. Since harvest was the topic the teacher was using for their language work in the second grade, I correlated and used this story just at the time they were studying about corn. Often a nature story may be told them, as, "How Seeds Travel." This will encourage them to observe nature more closely, and they will

learn why and how different kinds of trees, plants, and flowers are scattered. This idea doubtless has not occurred to them before.

"Why we are talking about Columbus on this particular day?" was the question I answered by telling them a short, simplified, and carefully organized story about him on Columbus Day.

An occasional short poem with a happy, joyful mood, as "Come, Little Leaves," "September," and "My Shadow," by Robert Louis Stevenson. It is sometimes well to read to them for appreciation and follow the reading by a free discussion of it, and sometimes they can memorize it.

As all children possess an abundance of surplus energy, singing games appeal to them. "See-Saw," "The Mill-Wheel," "Did You Ever See a Laddie?" "This is the Way We Wash Our Clothes" may be used effectively. Songs that are full of action and can be made real by dramatization, are the most interesting to them.

For morning prayer we sometimes substituted "Father, We Thank Thee."

So as to give the children an opportunity to tell what they had learned in the first grade, we devoted one morning to reviewing "Mother Goose Rhymes." After a few suggestions from the teacher, the children eagerly responded, took the initiative, and dramatized them. The results were very favorable as well as interesting to them.

As the greatest interest was manifested in Hallowe'en, they dramatized a story that had been taught them in their language. This they thoroughly enjoyed, as they always delight in displaying their newly acquired knowledge. One morning we discussed Hallowe'en pictures, the teacher telling stories about them. Each child was encouraged to give his interpretation of them. This appealed to them, for several had played the games the pictures represented.

Of course, every experienced teacher knows it is always well to close by singing some song that the children know, in order to get them in the right mood for the day.

BESS TILLITT, '18.

Notes from Observers

The student-teacher in writing criticisms on observation lessons of their fellow teachers prove that they understand what they are working for, and have a bond of sympathy. They are growing in power of discrimination and discernment. They know how to pick out the things worked for. Below are a few of the criticisms. You will see that they were of great benefit:

"Oh wad some power the giftie gie us
To see oursel's as ithers see us."

"In her first lesson she did not know how to take suggestions from the children. But after the first lesson, she was able to check up these points. She

readily took the children's suggestions and followed them out. She threw the whole responsibility on the class and acted as a leader for them."

"She was natural and apparently forgot there were observers in the room."

"She always had something to leave with the children for another day."

"In playing the song she became so interested that she forgot her voice, which rose above that of the children."

"She was a good teacher because of her composed manner and ingenuity. When her planned method failed she invented or tried others. This shows that her open-mindedness will help her to meet the various situations involved in teaching."

"She has the voice requirements of a good teacher—which must neither be too shrill, nor bass. A good teacher must possess a good, emphatic, expressive, and impressive voice."

"She did not destroy the interest of the class by constantly calling to mind some disorder going on, and she gave her directions definitely."

"When the children gave a point she had not thought of, she took it at its full value."

"Her directions were always very direct and explicit and very seldom was there confusion."

"She did not know enough about her plan to teach it. Later her work was very carefully planned."

"She backed up against the blackboard and left a space between her and the pupils. That kept her from being physically near the children. She forgot that 'to be mentally near you must be physically near.'"

"Her statements were not concise or clear, and she could not wait for the children to think, but insisted on answering her own questions. Her aims were good in quality, but too many for the children in a low grade to read, and get both mechanics and thought, and hold them in mind. A good point was, the amount of preparation put on the lessons by the teacher. This shows that the teacher is earnest in her work and anxious to succeed."

"Some good points in X's teaching were: (1) her self-confidence—she looked as if she had something to say and that she knew it; (2) her pointed questions—when she stated a question she held an unwavering countenance until the answer came; (3) her correct standing position inspired the children to stand the same way."

"Her pictures were so vivid that the children could imagine how it was. If a child brought up a point that was on the lesson she followed this until it was made clear to the children."

"An admirable thing about this girl was her good, clear, correct English."

In C's criticism of D's lesson on drawing, we find:

"I liked Miss D's teaching inasmuch as her voice had such a calm and smooth tone, that it made the children give her their attention. Her questions were definite and clear. I like the way she seemed to forget her observers, and put her whole soul into her work. She worked for the whole room, not for the individual. Every child got what the teacher was working for. Her aims were good."

In A's criticism of B's lesson we find that B was so conscious of her work as a teacher that she did not leave enough work for the pupils.

S. T.

Reviews

THE BUREAU OF EDUCATION, in coöperation with the United States Food Administration, is issuing a series of *Lessons in Community and National Life*. These lessons are being issued in the form of circulars of the Bureau of Education. The first appeared on October 1st, and others will follow on the first of each month up to and including May 1st.

The lessons consist of reading material in form to be put directly into the hands of pupils. The text in each case deals with selected topics, and will be followed by questions and suggestions as to topics which may be studied in addition to those presented in the text. Each lesson is accompanied also by references to supplementary reading matter cognate to the text.

There are three grades of lessons, one designed for pupils in the fourth, fifth, and sixth grades; one for pupils in grades seven and eight and in the first year of the high school; one for students in the three upper years of the high school. There will be 32 pages of each grade of lessons each month.

The following suggestions are offered with regard to the introduction of these lessons into the program. They can properly be introduced as part of the work in reading classes and as subject-matter for discussion in English classes. In this connection it may be noted that the subjects taken up will commonly be suitable for compositions. Second, the close correlation of the material with geography and history justifies the use in the grades of at least one hour a week drawn from the allotment made to those subjects. Third, where a course in civics or a course in current topics is now given in the school, the lessons will be available as part of the regular work. Fourth, it is suggested that an independent place on the program for a course of this type is amply justified even in the crowded curriculum now given.

The first circular deals with types of social organization. About one-fourth of each of the sections of this circular will utilize the experience of the war to show how interdependent are the members of a modern social group. These "war lessons" will take up in the concrete such topics as the following: What the war has used up; what the war prevents men from producing; new needs which grow out of the war and are met by invention.

The section of the circular prepared for use in the upper classes of the high school presents in a series of concrete descriptions the contrast between the life of a frontiersman and the life of a modern city.

The section for the seventh and eighth grades and the first year of the high school describes the life of a colonial family as an example of

a fairly independent economic unit. Following this will be a description of a modern factory and the community about it, and a description of a town produce market.

The section for the lower grades deals with the things which society makes and uses. The specific topics in the first circular are the making of cloth in a colonial family, the water system of a town, and the collection, refinement, and use of mineral oils.

The second circular deals with production and conservation. The series as a whole will deal with the economic, sociological, and civic aspects of modern life.

An edition of 12,500 copies of the first circular will be published for distribution by the Bureau of Education. Subsequent circulars will be published in editions of 3,000 copies.

The Superintendent of Public Documents is prepared to supply reprints of each of the sections of 32 pages, when these are ordered in bulk. The sale price of these reprints is to be found on the order card. Small schools are asked to consolidate their orders through the county superintendent or through the State department of education.

It is recommended that teachers secure for their own use each month the three sections. Those in the lower grades will find material in the sections designed for the upper grades which will give them the principles that they should incorporate into their teaching. In like manner the teachers in the upper grades will find illustrative material in the section prepared for the lower grades.

The arrangements provided make it possible to supply during the year to each pupil 256 pages of reading material at an aggregate cost of 8 cents, and to supply to a teacher 768 pages of material for 24 cents.

Commissioner of Education P. P. Claxton in a letter to superintendents says:

"Much of the material to which attention should be given in such courses is to be found in the environment of the school. The lessons provided will be most successful if they lead teachers and pupils to study the communities in which they live.

"All school officers are urged to join in this plan, and by the use of the lessons and by encouraging the study of community problems near at hand, to aid in developing general instruction in the schools of the United States in the privileges and duties of life under our modern social organization."

Herbert Hoover, Food Administrator, in a letter to the superintendents says:

"These lessons will serve the very urgent immediate purpose of calling attention to the necessity of conserving food and all other resources of the Nation. They will serve at the same time the broader purpose of training pupils in the schools to recognize their rights and obligations in the coöperative society in which they live.

"I urge all school officers to promote with vigor this plan for the more definite and comprehensive teaching of democracy."

The letter from President Wilson is published in full page elsewhere.

BULLETIN (1917), No. 36, of the Bureau of Education: *Demand for Vocational Education in the Countries at War*, by Anna Tolman Smith, specialist in foreign educational systems, answers the frequent requests for information as to current activities in regard to vocational education in the principal European countries engaged in the present war.

The lessons of war and the waste of war have made the education and training of youth between the ages of thirteen and eighteen a paramount question in every nation engaged in the conflict. Therefore, the existing provision for this purpose and its further development have excited an interest never before manifested.

One advantage of Germany's system of elementary education is that in the last year of the course the boy is given some kind of technical training in the workshop attached to the school or in other ways. Following are three principles of the German system which have been gradually and effectively worked out: (1) It is universally applied; (2) attendance is compulsory for all boys after the completion of the elementary school, and for a large proportion of the girls; (3) employers are obliged to coöperate with the State in carrying out the provisions of the law. However, one objection to this system is that it tends to divert attention from the community and to fix it on the egoistic trade centers, as is shown in the absolute want of every general formative discipline, like literature or history. The monoteknical day schools have one important objection: they make it easy for the pupil whose ambition is greater than his capacity to forsake a career in which he could succeed for one of greater distinction in which he is almost bound to fail.

In France the lack of compulsion in respect to vocational schools has been recognized as one of the faults of the system. To overcome this and other evils a bill which establishes the principle of compulsory education at public expense, in continuation schools for all young people who have completed the required term of elementary education is under consideration. Since it applies to boys who do not attend the secondary schools up to the age of twenty years and girls up to the age of eighteen, it must be threefold—intellectual, vocational, and physical. The provisions of the bill are such as to centralize control of education, but city or communal committees have direction of the continuation classes.

England is alive to the danger of neglecting young people at the most critical period of their lives. Schemes varying in detail have been brought up by the different associations interested in education and

social welfare, but they agree in demanding that the period of compulsory education shall be extended and that all continuation schools should provide for vocational education. A draft of revised regulations has been issued by the board of education, which is taking advantage of the interest awakened by the events of the war.

From the careful survey of each country as is given in this bulletin we conclude that France and England are about equal in their progress toward a national system of continued education. In regard to the outlook on this subject, its complex relations, and the new forces which the war itself will bring to bear upon the problem, the bulletin gives a passage from the address of Lord Archbishop of Canterbury to the House of Lords, which sums them up strikingly. In regard to the returning soldier he asks the pertinent question: "Ought he to be satisfied with the old conditions as regards housing, and as regards, in some departments of life, wages and the rest?"

E. M.

Higher Technical Education in Foreign Countries. BULLETIN (Nov., 1917), No. 11, BUREAU OF EDUCATION.

The purpose of this bulletin is to meet the demand of school officers and business men of the United States for information about the organization and conduct of the foreign schools, their courses of instruction, and the relative value of diploma.

In a broad survey of the subject, it is seen that the term *technical* is more generally restricted to schools which specialize in engineering and mechanical arts that involve the application of science, and it is in this limited sense that the term is used in this bulletin. But even this restricted province includes schools exclusively professional, and those that combine with departments of professional engineering a wide range of specialties relating to productive industry.

Although it is impossible to set up an exact uniform scheme of presentation for these institutions or to draw comparisons between their standards, it may be said, however, that all the institutions here classed as technical require the same entrance qualifications as the universities of their respective countries and confer diplomas that have equal value with the university diplomas.

The material presented includes (1) a survey of the studies preliminary to the higher technical schools, (2) accounts of typical schools, (3) statistical summaries comprising additional institutions of the same order. So far as possible the information in regard to each country is arranged under the given heads in the order named above.

Detailed programs which are used in practically all institutions are put under the head of typical schools to avoid wearisome repetition.

The courses of study preliminary to the higher technical instruction are covered by the programs of secondary schools which in nearly all foreign countries are fixed by official decrees and are strictly maintained. Marked deviations from these standards are discussed under the different countries.

It is noticeable that, while the courses of preparatory study differ in scope, stress is invariably placed upon mathematics and the elements of the exact sciences. Thus, while the same mental maturity is demanded in candidates for the higher education, whether general or technical, it is recognized that the latter depends upon the habit of exact observation and close reasoning, which is the product of scientific training. Practically, however, the two orders of higher education rest upon the same basis.

In a completely organized system of technical education the line of relation between the lower grades and the highest starts with the modeling and weaving exercises of the kindergarten and is continued by manual training and sciences in elementary and secondary schools.

The close relation between the progress of industry and that of technical education is emphasized anew in every survey of this subject. These two purposes have determined the subsequent development of technical education to a great extent in all foreign countries.

C. L.

In the *American Schoolmaster* Florence Shultes, Instructor in History, State Normal College, Ypsilanti, Michigan, has a very delightful and comprehensive article on *The World War and the Status of Women*. In the following paragraph will be seen the sum of her article:

"There has been an obvious change in public sentiment during the last six months regarding the question of women's recognition after the war. Surely, the work of Europe will be better done, for the jobs will be distributed rationally, not arbitrarily. Woman has responded to every call made upon her; and only when war is over and the final reckoning of the nations made will it be possible truly to appraise her work and measure her worth. Her advance, intellectually, because of the larger world in which she has been a factor, and because of the new opportunities for education, both formal and practical, that have come as a result, will make it imperative that she be considered in all great movements initiated hereafter. Gains made by women in one country will soon be reflected in the life of other countries, for international ideas of all kinds are today growing and spreading rapidly. One wonders if it will ever again be necessary for women to ask for what they have called in the past their 'rights,' and whether they have not established themselves on equal terms with all men of all ages. Or can that be accomplished only after they possess the ballot?"

S. T.

Military Training in Foreign Countries, BUREAU OF EDUCATION, BULLETIN (1917), No. 25.

A bulletin on military training published by the Bureau of Education, shows the widest variation in type of training for boys of the school age. Great Britain, although she has resorted to conscription in the present war, has not had military training of boys of school age except in the nature of strictly voluntary work carried on by private agencies. The following is a brief statement of the practice in twenty of the nations of the world. Many of the statements have been obtained directly from the embassies or legations of the nation concerned:

BRITISH EMPIRE:

Great Britain.—Strictly voluntary work carried on by private agencies.

Australia.—Military instruction compulsory for all boys from 12 to 18 years.

New Zealand.—Military instruction compulsory for boys over 14 years.

Canada.—Military instruction carried on in voluntary cadet corps.

FRANCE:

Prescribed military instruction without arms, and rifle practice in elementary and higher elementary schools. Ages 9 to 13 years; rifle practice limited to boys over 10 years of age. Specially trained instructors. Strong organizations carry on the work of military preparation among older boys.

GERMANY:

Voluntary organizations of older public school pupils and students of secondary schools. Training *without arms*. Decrees issued during the war provide for preparatory military training of all boys over 16 years of age.

AUSTRIA-HUNGARY:

Austria.—Voluntary organizations for military training of pupils of secondary schools, under government protectorate. Optional rifle practice in the last two years of secondary schools.

Hungary.—Voluntary organizations in elementary, secondary, and higher schools. In many districts military instruction is obligatory in secondary schools.

SWITZERLAND:

Instruction in military gymnastics in elementary schools obligatory throughout the school age. Conducted by specially trained instructors. Voluntary rifle practice and military drill both with and without arms.

SWEDEN:

Compulsory rifle practice in public secondary schools for boys from 15 to 18 years of age. Given by special instructors.

NORWAY:

Voluntary rifle practice.

ITALY:

Military training given as obligatory subject in "national colleges." Private agencies provide for simple military drill for younger boys.

SPAIN:

No distinct military training is given. Some simple drill is included in the program of physical training.

PORTUGAL:

No military training is given in schools. The subject of "physical culture," which is taught generally, includes simple drill without arms. Boy scout organizations are numerous.

RUSSIA:

Prescribed military gymnastics in elementary and secondary schools.

NETHERLANDS:

Military training given in voluntary organizations for boys over 15 years of age.

GREECE:

Very intensive military instruction is given in gymnasia, under the patronage of the king. Simple drill obtains in all public schools in connection with physical training.

JAPAN:

Military gymnastics obligatory in elementary, secondary, and normal schools.

MEXICO:

Obligatory military drill with arms in all primary and secondary schools. Regulated by state laws.

ARGENTINA:

Obligatory military training in the last two years of secondary schools. Specially trained instructors.

BOLIVIA:

Simple drill in connection with gymnastics.

The Playground for October, 1917, is devoted to war recreation service. This service is in response to a request from the Commission on Training Camp Activities, asking the Playground and Recreation Association of America "to be responsible for the work of stimulating and aiding communities in the neighborhood of training camps to develop and organize their social and recreational resources in such a way as to be of the greatest possible value to the officers and soldiers in the camps."

This work affords an excellent opportunity for America to demonstrate to the world what can be accomplished through coöperation; in fact, it is a coöperative movement in which party lines, sectarian divisions, and arbitrary differences in creed or political beliefs are swept away in common service—every organization can have a share in it, every group of people can join in it.

The work of the Commission is divided into three parts. The first of these, the Y. M. C. A., maintains a building for each brigade, where the soldiers are given the advantage of books and magazines, provisions for writing letters, lectures, church services, songs, games, moving pictures, and other forms of educational and recreational activities.

The second branch of the work has as its aim the exclusion of vice and vicious resorts from the neighborhood of each camp.

The third branch of the work is based on the belief that the underlying cause of the great and obvious evils found in the camps is the cutting off of the men from normal social intercourse, especially the breaking off of relations to homes, friends, and church. This branch is trying to offset these results by making it possible for members of the soldiers' families to be near the camps; by bringing the soldiers into active service in Sunday school classes, having them participate in various organizations; to provide social occasions where they may meet girls and women under wholesome conditions; and to place the public resources of the community at the disposal of the officers and men. Thus each community in which camps are located is really responsible for the carrying out of the program.

Some special features of the work are as follows:

Weekly automobile trips, especially for the convalescing soldiers, are a part of the program in some communities. Through registration cards churches and fraternal orders can get in touch with their members in camp and extend their hospitality.

Home entertainment, through which the soldiers are invited into private homes for meals and can feel for a little while at least that they are members of a family group, probably touches their lives more vitally than any other feature.

"Sings" for soldiers and townspeople are being held in some of the communities which realize the value of music as a universally leveling and democratizing force. Some of the songs which have seemed most inspiring are "Battle Hymn of the Republic," "Carry Me Back to Old Virginny," "My Old Kentucky Home," "Perfect Day," "My Hero," "Old Black Joe," and, of course, the "Star-Spangled Banner." The officers testify to the value of song and to its potent force.

Khaki Clubs, which are known as recreation or rest rooms, where the soldiers will feel at home and find some of the more homelike features which cannot be provided at camp, are among the activities most essential to the comfort and enjoyment of the men. Each of these features is explained more fully in an interesting way in this issue.

The problem of controlling and directing the young girls, many of whom lose their heads over the soldiers and in different ways, consciously or unconsciously, place temptations in the way of the soldiers, presents one of the greatest difficulties to local committees. Planning a solution to this problem will require the coördination of all the agencies already at work.

Besides providing recreation and activities of various kinds for the girls and wise leadership for all the social gatherings, it is probable that an organization of a system of police women and volunteer police patrols will be made. This plan has been employed in England, great emphasis being laid upon preventive and constructive phases, every effort being made to establish friendly relations with the girls and women

of the towns. Special effort has been made to reach the girls who had not previously been included in any club, the rougher element whose need for recreation is great. This has helped greatly in keeping these girls off the street.

That the development of this system of police women and volunteer patrols may be a necessary and important phase in this war recreation service is the belief of many social workers. They realize the seriousness of conditions which have already arisen in our country and may judge from the experience of England, since the system has been very effective in influencing the girls for good and safeguarding them.

It is of great assistance to the regular police department and it is welcomed by the soldiers themselves.

More detailed suggestions are given in the issue of the *Playground*.

E. M.

Our Flag

By W. DAYTON WEGEFARTH

*'Twas God who took from Heaven's dome
The stars that were twinkling there,
And the glist'ning light of the fleecy white,
Enfolding the cloud-banks fair;
He took from the roses their deepest red,
From violets their azure hue;
So we call the bars and the fielded stars
The RED,
WHITE
and BLUE!*

—*Book News Monthly*, July, 1917.

Alumnae

"We know we've just got to succeed; we can't even think it's possible for us to fail," is what one graduate of the Training School who is succeeding in her work said when asked what she thought was the secret of her success. "If there is anything I want advice about, I come right back to the Training School just as I did when I was here. There is something about this place that makes you feel if you do not make good you will hurt the School, and I can't bear to be the one to do that," comes from another. "We feel as if we always belong here," is a third.

Here are some random remarks caught by the Editor:

"If you can possibly find a Training School girl, I want her. I have had two, and I want more," said a superintendent. One girl made good one year, a second one the next year; therefore, the superintendent thinks all from the School will make good. That's what your success means for those who come after you and for the School.

"Training School girls may not know more than other young teachers, but they know how to handle situations."

"This School was not known in my section until one Training School girl came there to teach; I came here because she succeeded so well; I want to be a teacher, and I decided to come to the school where she learned to teach."

"The people in my county think this a new school that is just beginning to experiment. One girl from there strayed off here; she came home delighted with the School, I expected to go elsewhere, but decided to come back with her. There are others coming on after us, and the people are seeing that we are not experimenting; we are doing."

The graduates of 1917 are entering on their careers as teachers with enthusiasm. Already reports are coming in from these young teachers from the communities in which they are teaching. They are swelling the ranks of the successful teachers that have gone out from the Training School.

The location of each member of the class is as follows:

Agnes Absher, Falling Creek High School, Wayne County; primary grades.

Elizabeth Baker, in the Mount Olive school, Wayne County.

Effie Baugham, fourth and fifth grades in Gatesville High School.

Wita Bond, intermediate work in Richlands Graded School.

Myrtle Brendle, in Fairview School, Haywood County, two miles from Waynesville.

Nannie Mack Brown, primary grades, Pikeville High School.

Ola Carawan, McIver School, Guilford County, intermediate work and Domestic Science.

Vivian Case, in two-teacher school near Farmville, in Greene County.

Bessie Cason, primary work, Grimesland, Pitt County.

Amelia Clark, principal Pine Forest School, Lenoir County.

Ada Credle, near Burgaw, Pender County.

Mary Cowell, third grade, Louisburg Graded School.

Alavia Cox, principal Busy Workers' School, Edgecombe County.

Hannah Cuthrell (Mrs. Adrian Brown), primary Work. Newton Grove, with her husband as principal.

Lou Ellen Dupree, intermediate grades and piano, Parmele, Martin County.

Juliana Elliott, primary grades, Pactolus.

Sallie Franck, primary work, Farmville.

Helen Gardner, principal, Pactolus.

Fannie Grant, intermediate grades, Merritt, Pamlico County.

Musa Harris, principal of two-teacher school, Franklin County.

Flora Hutchins, principal of four-teacher school, Jonesville, Yadkin County.

Christine Johnston, seventh grade, Windsor Graded School.

Hallie B. Jones, intermediate work in three-teacher school in Vance County.

Loretta Joyner, primary work, Merritt, Pamlico County.

Viola Kilpatrick, first grade, Salemburg, Sampson County.

Myrtle Lamb, primary grades, Ashton School, Pender County.

Ruth Lowder, primary and music, Joyner School, Pitt County.

Elizabeth Mercer, primary work in school at Leggett's, Edgecombe County.

Jennie McGlohon, principal, two-teacher school, Bynum School, near Farmville, Pitt County.

Ophelia O'Brian, primary work, Grainger's School, Lenoir County.

Martha O'Neal, primary grades, Sladesville High School, Hyde County.

Eula Pappendick, near Elizbath City, Pasquotank County.

Ethel Perry, fifth grade, Clinton Graded School.

Blanche Satterthwaite, primary grades, Woodington, Lenoir County.

May Sawyer, intermediate grades, Pinetops School, Edgecombe County.

Virginia Sledge, primary work, Conetoe, Edgecombe County.

Fannie Lee Speir, primary, Winterville Public School.

Ruth Spivey, fifth, sixth, and seventh grades, Moss Hill School, Lenoir County.

Lizzie Stewart, fourth grade, Louisburg Graded School.

Virginia Suther, primary, Seven Springs, Wayne County.

Jennie Taylor, primary work, Moss Hill School, Lenoir County.

Agnes Thompson, fifth grade, Plymouth.

Leona Tucker, primary work in two-teacher school, Bynum, near Farmville.

Lillie Mae Whitehead, second grade, Nashville Graded School.

Sue Walston, first and second grades, Macclesfield High School.

Mary Wooten, primary, Forestville, Wake County.

Vermelle Worthington, principal two-teacher school, Yatesville, Beaufort County.

Three girls, Lucile Bulluck, Jessie Bishop, and Esther McNeil, are staying at home.

Mabel Davis, '15, and Ethel Perry, '13, are putting into practice in the LaGrange Graded School, ideas gained at the Training School. Mabel has the third grade and Ethel the sixth.

Jessie Daniel, '16, is first assistant in the Dortch Academy, Rocky Mount, R. F. D.

Connie Bishop, '15, has second and third grades in the Lucama Graded School.

Trilby Smith, '16, is keeping house for her father. She is doing her share in the conservation of food. This summer she put up five hundred quart cans of corn, tomatoes, apples, and peaches, and made jelly and preserves. She has charge of the Red Cross work at Arthur. She was the prime mover in a patriotic rally recently. Reports from her neighborhood prove that she is eminently successful as a community leader.

Mary Weston, '14, has fifth grade work in the Kinston City Schools. Mary says: "Love for Uncle Sammy is one big aim in my teaching this winter, and I am correlating it with all my work."

Lyda Taylor, '16, is teaching fourth grade in the Greenville Graded School. It looks natural to see her strolling on the campus and visiting the School.

Sallie Lassiter, '16, writes: "I am teaching the first grade in the Garland Graded School, and a class in Domestic Science supervised by the county demonstrator. We are having basket-ball courts laid off

and hope to get right to work on basket-ball. This is a good county to work in, the people coöperate well with the teachers, and you can find plenty to do.”

Mary Wooten, '17, who has the primary work in the Forestville School, near Wake Forest, taught at the Methodist Orphanage in Raleigh the summer months.

Bloomer Vaughan, '16, is teaching the Oventon School near Nashville, N. C. Bloomer says: “I have only thirteen pupils, but have work from the first to the sixth grade. All the children are so nice and obedient, I enjoy every minute of my work.”

Millie Roebuck, '15, is doing fifth and seventh grade work in the Robersonville High School. Millie, with the help of her principal, has organized an athletic association which provides for baseball and basket-ball for the boys and arch ball and arch goal, and basket-ball for the girls, and tennis for all. She has helped to organize a Red Cross and is doing her bit in that.

Mary Newby White, '13, and Ruth Lowder, '17, have the honor of being the first to teach in the Joyner School. Ruth is doing primary work and Mary Newby has the intermediate work.

While you are doing your bit for Uncle Sam, don't forget to do your bit for the QUARTERLY.

Pearle Davis, '15, has primary work in the Magnolia School, a three-teacher school near Washington.

Emily Gayle, '14, is enjoying her work in the fifth grade in the Chadbourn High School.

Louise Moore, '15, has a position in the DuPont plant in Hopewell, Va.

Ruth Proctor, '15, is again doing primary work in the Dixie School.

Emma Cobb, '14, is rural supervisor of Edgecombe County. Emma attended the Chapel Hill Summer School last summer.

Luella Lancaster, '14, is teaching one of the first grades in the Tarboro Graded School. Mavis Evans, '14, has the music department in the same school, Ella White, '15, is teaching drawing and writing there.

Christine Johnston, '15, Alice Tillery, '15, and Nora Mason, '12, have work in the New Bern Graded School.

Kate Tillery, '15, has first grade work in the Grimesland School again this winter. Sallie Jackson, '15, has third and fourth grades, and Bessie Cason, '17, has fifth and sixth grades in the same school.

Martha Lancaster, '16, has the same work in the Bethel School as she had last year.

Nellie Dunn, '16, is teaching one division of the third grade in the Washington Graded School. Bettie Spencer, '15, is teaching one of the second grades in the same school.

Helen Daniel, '14, has primary work at Bobbitt. She has been very successful.

Marjorie Pratt, '16, is doing excellent work in Epsom High School, Vance County. She was a leader in organizing a Red Cross Auxiliary, of which she is now president.

Agnes Pegram, '14, is still teaching third grade in Franklinton Graded School. Annie Smaw still has work in the High School Department there. Both of these girls have been very successful.

Katie Sawyer, '15, has about thirty pupils in Jackson School, near Ayden.

Allen Gardner, '16, and Ophelia O'Brian, '17, are teaching at Grainers. Allen is principal of school and teacher of intermediate work. Ophelia has the primary work. Besides this work, Allen is teaching cooking and Ophelia music. They have organized a basket-ball team and are going to organize a volley-ball team soon. They have also organized two literary societies, a "Poe" and "Lanier." At the first teachers'

meeting in that county Allen was elected president of athletics. Ophelia has made one visit to the Training School this fall, and was received with open arms.

Ruth Moore, '13, is teaching in the Farm-Life School at Aberdeen. She is teaching History and English.

Geneva Quinn, '14, is teaching the primary grades at Chinquapin this year.

Emma Brown, '15, is teaching at Richlands.

Ruth Brown, '16, is principal of a two-teacher school near Robbinsville. This is her second year here.

Mary Chauncey, '14, is teaching her second year at Warrenton High School. Besides grade work, she is teaching domestic science.

Florence Perry, '15, is teaching at Duke. This is her second year there.

Marion Alston, '14, is working in the bursar's office at A. and E. College this year.

Nannie Bowling, '12, has the intermediate work in Fountain Graded School. Gertrude Boney, '16, is teaching there also.

Louise Stalvey, '16, is teaching at Carraway's School again this year.

Viola Gaskins, '16, is teaching in Falkland, where she has been teaching for two years.

Mabel Cuthrell, '15, has third, fourth, and fifth grades in a five-teacher school at Pikeville. Reports have reached here that she is a great help to the school, and that the people felt that they were fortunate to get her again this year.

Selma Edmondson, '16, is teaching intermediate work at Bunn School near Rocky Mount. This school took an active part in buying Liberty Loan Bonds.

Mrs. Lela Deans Rhodes, '14, is principal of a two-teacher school in Wilson County.

Nora Mason, '12, has second grade work in New Bern Graded School.

Susie Barnes, '16, is principal of Oakdale School near Rocky Mount. Susie had a box party this fall to raise money for her school, at which her box sold for twenty-five dollars.

Ruth Proctor, '15, and Mattie Bright, '16, are teaching at Dixie High School near Rocky Mount. An observer reported last week that they were doing good work.

Gladys Warren, '16, is teaching high school work at Pink Hill.

Katherine Parker is principal of the Rock Hill School. Her post-office is Walnut Cove, N. C. This is a two-teacher school. Katherine has been teaching here two years and the people say they want her again next year.

Susie Morgan, '16, is at Farmville again this year. Reports say that her work is "satisfactory in every respect."

Elizabeth Southerland, '16, is teaching in Farmville. The friends of Elizabeth and Susie rejoice with them in their reunion.

Vera Mae Waters, '15, is teaching at Arthur, or, rather, she will teach at Arthur. The new school building there is not completed. Because of this the opening was delayed, and when the delay seemed to be indefinitely prolonged, the powers that be decided that the children must not be kept out of school indefinitely; so the teachers are scattered about in three different schools. Vera Mae is, for the present, in one of these.

Hattie Weeks, '13, is teaching in Winston-Salem.

Lela Carr Newman, '15, is teaching in the Durham City Schools.

Mary Weeks, '13, is at Graham.

Mrs. S. J. Hawes (Lena White, '13), now lives at Dover. She is president of the Red Cross Auxiliary there, and is an enthusiastic community worker. Her chief assistant is S. J. Hawes, Jr.

Lucile O'Brian, '16, is teaching at Enon School, and sends the following report:

"I am teaching in a three-teacher school at my home. Even if it is home, I must say that it is the best community for coöperation in North Carolina. With the aid of the Country-Life Club we have raised \$33 for Red Cross and \$26 for a library fund. We are now working on a play for the athletic organization from which we hope to raise \$30. On Arbor Day we planted two water oaks on the campus and put up some bird houses made by the boys. The parents were invited to this program and asked to carry on the work of planting two trees each year until the campus is full. The baseball team plays good 'league ball,' they call it, and are now loathe to stop and begin the practice of basket ball.

"The girls are doing good work in basket ball. For the primary pupils I have put up an acting pole and six swings. We are now trying to have a slide for them to tear their trousers so that mother may scold a little."

The following letter is from Viola Dixon, '13, who is teaching at Wilson, N. C.:

"I began teaching in one of the city graded schools in Wilson, September 3, 1917. Our school building, a large brick building, consisting of two large study halls, four recitation rooms and a hall, will soon be completed. We have five teachers and six grades in this school. I have the second grade, which has fifteen pupils in it. I teach part of the first grade and arithmetic and drawing in the first three grades.

"We are planning our Arbor Day exercises now. Each grade will plant a tree in our school yard.

"Each Friday morning we have chapel exercises together. One teacher has charge of the exercises each Friday and her grade entertains the other grades."

School Activities

There are 235 Y. W. C. A. members this year. This Y. W. C. A. is the largest number of members that the Y. W. C. A. has ever had. The money that is usually set aside for refreshments at the social functions of the Y. W. C. A. was invested this year in a \$50 Liberty Loan bond. The girls felt that the money would do more good in this way. They felt they were helping with food conservation as well as in helping with the war fund.

**Campaign
for War Relief
Fund** The campaign for raising the fund for Y. M. C. A. and Y. W. C. A. war work was opened at the Training School on November 5. Mr. Myrick and Miss Scales, the secretaries who are appealing to the students, met committees of girls and the faculty, and conducted a mass meeting of the students and faculty. The secretaries are hoping to raise from the students of the country one million of the thirty-five million dollars they expect to get from the campaign.

Mr. Myrick explained clearly and in an interesting manner what the Y. M. C. A. in the army meant: The recreation centers, the meetings and personal work among the soldiers, the work among the prisoners, etc. This is the only relationship between all the countries at war that has not been severed, therefore it is the only way of doing anything for the prisoners of the allies that the Germans hold.

Mr. Myrick not only told of what had been done but of the things that had not been done because of the lack of funds.

Miss Scales told the girls what the Y. W. C. A. was doing, not only for the soldiers but for the girls at work in the munition factories and other centers where the women were doing war work. The big thing they are trying to do now at the cantonments is to establish "Hostess houses," places where the soldiers can meet their friends and where the women and girls can see their soldier kin and friends.

She sketched briefly some of the dangers that surround the soldiers and the girls near these cantonments unless there is some attention paid to the recreational side of life.

She told in a most convincing and inspiring manner the things that the women can do and are doing, until she made every girl feel that she had a special thing to do that she must do.

In the afternoon a committee from the Y. W. C. A. called on the girls individually and took subscriptions for the fund. They raised \$100.

The posters exhibited by the visiting secretaries strikingly presented the cause for which they were working. One had on it the legend "Stop doing your bit, and do your utmost."

This is a part of the big campaign being waged over the whole country for the war fund to be used for the uplift of our boys in service or in prison.

The Y. W. C. A. was very active in assisting with the initiation of the new girls into the work and in the various activities of the life of the School.

A reception in honor of the new girls was given on Saturday evening, September 29. All who attended were tagged with name and address so that formal introductions were not necessary.

The chief feature of entertainment of the evening was a mock game of basket-ball between Wake Forest College and the University. The goals were Mr. Wilson and Mr. Austin, standing with arms forming goals. The players were dressed in dainty light dresses, and were as unathletic as possible, powdering noses and peeping into mirrors. President Wright as score-keeper, instead of announcing the score, stretched out a man's tie. The students have never enjoyed a real match game more.

The Bible study work is being done again this year in connection with the Sunday schools in Greenville. It was tried last year and found more successful than having classes over here at school. Meetings are held every Thursday night at 10 o'clock by the girls to discuss their Sunday school lessons for the following Sundays.

President Wright conducted the first Sunday evening Y. W. C. A. service of the new school year. There is never any mistake about where he stands in regard to the religious side of school life. His talk was on the importance of living the Christian life day by day, of constantly "pulling the human end of life Godward" until it becomes God-like. He declared that Sunday religion, the kind that was put off on week days, was not Christianity. He brought out the importance of having faith in oneself, and he said the way to strengthen our faith in ourselves was to have faith in other people. He called attention to the phrase in the Lord's Prayer where it is implied that our trespasses are forgiven us only if we forgive other people's trespasses. He said that we should seek the religion that was not prejudiced, and that the one who could pray for an enemy, as an American for a German in the present war, had this kind of religion.

He preached the religion of deeds of service; said Christianity now called for action and work, and that the happiest life is the life that does well whatever task is at hand, although this task be nothing but to get lessons.

Mr. Wright closed by saying that he was not after getting members for Y. W. C. A., but he didn't see how the girls could afford not to join, because it is their attitude towards such things that counts.

On the first Saturday night in October the students were invited by the Baraca and Philathea classes of Greenville to the Jarvis Memorial Methodist Church, where Miss Hettie Lyon, secretary of the North Carolina Philathea Union, made a talk on the work they were doing. On account of this there were no Y. W. C. A. services that night.

Miss Graham conducted the Y. W. C. A. services Sunday evening, October 14. She took as her subject "Personality," emphasizing some of the charms of personality which we admire, among which are brightness of manner and expression, thoughtfulness and consideration of others, loyalty, honesty, and truthfulness. She said: "We can acquire the charms of personality by having good thoughts and communing with God through prayer." The Bible passage that is the key to the personality is, "As a man thinketh in his heart, so he is." Miss Graham made a very practical talk, and one which appealed to all the girls.

Recognition services were held the fourth Sunday night in October. These services were very impressive, as there was such a large number of new members to be recognized. The membership this year is greater than ever before. Because of the large enrollment there is more money in the treasury.

Miss Davis made an intensely interesting talk at Y. W. C. A. the third Sunday night in October. She told the story of Sir Philip Sydney, taking him as the highest type of young man at that time. She compared the era that produced Sir Philip Sydney with today. Both were times that produced young men of force and might and both were times when the young men were called upon to save civilization.

Mrs. Beckwith conducted the Y. W. C. A. services on the first Sunday evening in November. She read as the lesson the thirteenth chapter of First Corinthians. She read a sermon written by Rev. Wood, pastor of

the Church of the Covenant, Washington, D. C., which developed in a strong, inspiring way the love of law and the law of love.

The chairman of the music committee has had some special music prepared for every Sunday night service. Instrumental solos have been played by Misses Agnes Hunt, Ethel Smith, Bess Tillitt, Sallie Best, and Miss Hill.

All those who attend the Y. W. C. A. have enjoyed the vocal solos by Misses Lula Ballance, Ethel Stancill, and Elizabeth Hutchins, and the vocal duet by Misses Lillian Scholars and Elizabeth Hutchins, and Sue Best Morrell.

Societies, Classes, and Athletic League

During the fall term all of these organizations are busy getting started on the work of the year and attending to the routine business that is not of interest to those not directly concerned.

In order to conserve space, the editors have decided to combine these in this number. Whatever reaches beyond the organization, and is for the whole School or any other large groups, will be found in the department devoted to School News.

Societies It was decided this fall "That the members of the faculty and officers of the School shall be *permanent* honorary members of *one* society, and shall be drawn by lot as the students are." This action was taken by the faculty and by the two literary societies, upon the recommendation of a committee composed of the presidents of the two societies, the intersociety committee, and a faculty committee working in collaboration.

The relation of faculty and officers to the societies has been a topic of much discussion and experimentation. Two methods had been tried and neither seemed to be thoroughly satisfactory. In the first years lots were drawn each year, and a teacher fell sometimes in one and sometimes in the other, as honorary members, until one complained that she felt like a "grasshopper member." The students did, however, feel that they knew where to go when they needed advice; but there were objections to the method.

The next trial was for the teachers to be honorary members of both societies. The students still felt that the ideal plan had not been reached and wished to try another. The above plan is one that they believe will work here. The honorary membership is as follows:

LANIER SOCIETY.—Misses Beaman, Bertolet, Comfort, Davis, Jenkins, MacFadyen, Maupin, Meade, Whiteside, and Wilson and Mr. Wilson.

POE SOCIETY.—Mrs. Austin, Misses Graham, and Hill, Mrs. Jeter, Misses Lewis, McCowen, Morris, Muffy, Ray, Ross, and Wooten.

The societies held their initiations on the "second Saturday evening in October," according to the schedule as fixed by the Constitutions.

The usual excitement prevailed during the week while the names were being collected, the lists were being made, and the new girls were interested in the fates that declared which side they were to fall on, and were excited over the prospects ahead. The old girls were getting their usual fun out of exciting the fears of the new girls. That mysterious goat that appears only once a year and pitifully bleats in the Lanier flower-beds came on schedule time and his work ended, melted into the limbo where he stays between appearances. The Poes, as usual, mysteriously hinted at the something worse than any goat that could be seen. When the evening finally arrived, the new members were agreeably surprised at the charming receptions and delightful programs. The officers for the societies are as follows:

POE
President, ESTELLE JONES
Vice President, MARY HART
Secretary, DAISY FUQUA
Treasurer, DEARIE SIMMONS
Critic, ETHEL STANFIELD
Doorkeeper, BETTIE COOPER

LANIER
President, CAMILLE ROBINSON
Vice President, RENA HARRISON
Secretary, RUBY GILES
Treasurer, MILDRED MAUPIN
Critic, MATTIE PAUL
Marshal, ELIZABETH MIDDLETON

Elizabeth Hathaway was elected chief marshal in place of Mary Banks, who did not return. The Laniers had the privilege of selecting a substitute. Thelma White was elected.

Athletic League The Athletic League met October 12, 1917, with 110 members for the purpose of reorganizing. The following officers for the year of 1917-18 were elected:

President, MATTIE POINDEXTER
Business Manager, LOIS HESTER
Secretary, WILLIE JACKSON

An advisory board was also elected which is composed of Misses Comfort, Graham, and Ross.

With so large and enthusiastic a membership, this promises to be the most successful year in the history of the league.

Through Miss Comfort's careful instructions in basket-ball this sport is the great favorite in the fall. As usual, we expect a match game Thanksgiving between the Juniors and Seniors. The class teams have been elected, as follows:

SENIOR CLASS.—Una Brogden, Lena Griffin, Sarah Williams, Ruth Fenton, Jessie Howard, Alexa Alford, Thelma White, Mattie Poindexter, Rebecca Pegues, (Substitutes: Lola Gurley, Grace Whitaker, Clellie Ferrell.)

JUNIOR CLASS.—Annie Wilkinson, Mary Warren, Mildred Carpenter, Rosa Vanhook, Bonnie Howard, Eva Outlaw, Zelota Cobb, Reba Everette, Elizabeth Wagstaff, Margaret Milam. (Substitutes: Sallie Williamson, Edith Bertotti, Mary Outland.)

Miss Graham has a large crowd of enthusiastic girls out playing tennis every day that the weather is favorable.

Quite a bit of interest and enthusiasm is shown in the cross-country walking which is under the careful guidance of Miss Ross. Miss Waitt is greatly missed in the walking club. She was the one who organized the club and has been its leader through the three years of its existence.

Classes The classes were so eager to get to work this fall they could not wait to get organized before getting to work.

The SENIORS organized soon after the two weeks that must elapse before they can elect officers. As soon as they returned they were busy with plans, and had given a program before they could elect officers.

They gave the program on Fire Prevention Day, called the mass-meeting for a Patriotic Rally on the first evening of "Liberty Week," pushed the liberty loan question, getting back of all organizations, and not only "doing their bit, but their utmost," and organized the Red Cross Auxiliary. All of these things are reported in the Department of School News.

The "Eatless Hallowe'en party" given by them to the School is also reported there. They are on the lookout for the things they can do to help push things on. A committee, changed from time to time, has undertaken to keep the library in order, or, at least, to see that it is left in order each evening so that it can begin the day aright.

The class numbers 79, the largest number by over fifty per cent that has ever entered the Senior Class.

The officers for the year are as follows:

President, ESTELLE O'B. MOORE

Vice President, JESSIE HOWARD

Secretary, IDA WALTERS

Treasurer, ETHEL STANFIELD

Class Adviser, MISS JENKINS

ON ARBOR DAY they followed the custom of the preceding classes and planted their tree. This time it was the sample tree of a collection they

expect to have on the campus. The following account of the program and of their action is taken from the Greenville paper:

The class of 1918 planted a mimosa tree and adopted that as their emblem. They claimed all mimosa trees growing on the campus and propose to add to the number during the year.

The School was called to the assembly hall during the last period of school, formed in line according to classes, and followed the Seniors to the spot where the tree was to be planted, all singing "What Kind of An American Are You?" as they marched. All formed in a circle around the tree, by which stood Sadie Thompson, chief marshal, holding the United States flag. Standing at salute, the entire school sang "The Star-Spangled Banner."

The proclamation for Arbor Day was read by Willie Jackson, and an appropriate poem, "The Heart of the Tree," was read by Lucy Buffaloe. These two numbers made the crowd realize the significance of Arbor Day.

After the singing of "Hail to Carolina" by the Seniors, the president of the class, Estelle Moore, announced that the class had chosen the mimosa tree as their emblem and explained their plan and purpose. Nannie Clapp then read a poetic interpretation written for the occasion, "Miss Mimosa, Southern Lady." She read it in a clear, ringing voice, and made her audience feel the symbolism of the tree.

As the class sang an Arbor Day song to the tune of "Maryland" they skipped by the tree and threw the dirt around it, each one contributing a bit to the tree-planting, and yet not in the conventional funereal manner. The president of the class used the historic spade which has been used on all planting occasions since the breaking of ground for the School. At the close of the program this spade was passed on to the president of the next class, Rena Harrison, for safe keeping, who accepted it in a gracious manner.

Estelle Moore in presenting the tree to President Wright reminded him of a few of the significant things the class has stood for, especially the big, broad school spirit, and the patriotic activities and spirit it had fostered; it is the class that numbers seventy-nine, having carried the enrollment over fifty per cent ahead of that of any other Senior class, and having lost fewer from year to year than any other class. President Wright in accepting the tree gave the girls a little heart-to-heart talk, expressing his great faith in the class, and reminding them of the things that had been done, bringing out the remarkable growth and development in the School along all lines, and showing how the spirit had broadened and deepened as the years had passed. The members of the class, gathered in a ring around him, eagerly drank in his words.

The singing of the class song closed the informal but pleasing program.

The JUNIORS—136 strong, the largest class in the history of the School by 24—simply could not wait six weeks to prove themselves as a class. This class has the honor of getting the first Liberty Loan Bonds, two \$50 bonds—and this was done three weeks before they organized as a class. This is a remarkable deed to record at best, but even more remarkable when it is taken into account that about two-thirds of the members are new girls.

The old girls of the class entertained the new girls on the evening of October 19. It was at this social meeting that they decided to subscribe for the bonds.

The officers are as follows:

President, ANNIE WILKINSON
Vice-President, MATTIE McARTHUR
Secretary, FRANCES SYKES
Treasurer, MARIAN MORRISON
Critic, FLORENCE PERRY
Class Adviser, MR. H. E. AUSTIN

The "B's" (or Second-Year Academics) caught the spirit and held meetings before they formally organized, and subscribed to a \$50 Liberty Loan Bond. Their officers are:

President, RUTH LIVERMAN
Vice-President, OLIVE GRADY
Secretary, HELEN STEWART
Treasurer, MAUD WESTBROOK
Class Adviser, MISS MAUPIN

The "A" (or First-Year Academic) Class eagerly looked forward to the time when they could get in line. Their officers are:

President, PEARL PRESCOTT
Vice-President, CAROLINE FITZGERALD
Secretary, ALICE WILKINSON
Treasurer, INEZ PERRY
Critic, CLARA M. TODD
Class Adviser, MISS GRAHAM

The "F" (or One-Year Professional) Class is the smallest regular class the School has ever had, but they claim when they get started they are going to make up in quality what they lack in quantity. Their officers are:

President, SARAH SUMNER
Vice-President, KATHERINE ALLEN
Secretary and Treasurer, BETTIE COOPER
Class Adviser, MISS MUFFLY



(1) First School Motor Truck in Pitt County.
(2) Falkland Community Welcoming the Truck.



School News

Opening of Joyner School

October 15 marked a milestone in the history of East Carolina Teachers Training School because on that day was opened the Joyner School, the school that is the rural Model School in which the teacher-students of the Training School will get their observation and practice work for teaching in a rural school. The Training School was well represented on the opening day by the president and a group of teachers. President Wright took the distinguished Maryland visitor, Dr. North, out to see the school and to talk to the pupils. Superintendent Underwood was on hand with Mr. Spilman to take pictures of the school as it appeared on the first day. The other members of the faculty who went out to see the work begin were Mr. Austin, Misses Ray, Maupin, Lewis, Comfort, Wooten, and Jenkins. Each one was looking out for possibilities ahead for work in which she was especially interested. Miss Comfort took note of the fact that there were basket-ball goals on the playground.

Mr. North told in a delightful manner a little story to the children that impressed upon them the idea of saluting the flag.

Samuel N. North's Visit to the School

Samuel M. North, State Inspector of Maryland High Schools, spent two days in October visiting the School and his friend, President Wright. He delivered an address to the School on Monday evening, October 15. [This is reported in full among the articles in this issue of the *QUARTERLY*.] When he arrived on Monday morning, President Wright took him immediately from the train to Falkland to see the school auto truck come in, and from there to visit the Joyner School during its first day.

He spent the day Tuesday visiting the classrooms and inspecting the plant.

He made a delightful talk to the students during assembly period. Mr. North seemed very appreciative of the singing by the School. On the evening of his address there was a musical program before he began speaking. When he arose he asked the audience if they realized they were listening to "real, genuine music." The entire School sang "The Star-Spangled Banner" and "Over the Summer Sea." The glee club sang a beautiful chorus. Miss Agnes Hunt played a delightful piano solo, and Miss Lula Ballance sang "Star of Me."

The First School Truck in Pitt County, Sec- ond in the State

At Falkland, on the morning of October 15, the first school automobile truck in Pitt County and the second in North Carolina began its work of bringing children to school. This was a happy morning for Superintendent Underwood

and for the people of the Falkland community, as well as for Misses Crisp and Gaskins, the teachers of the school. The Craft School was consolidated with the Falkland School, and the truck brings the children from the Craft neighborhood, as well as those on the way in the Falkland neighborhood, to school each morning. The route traveled is about six miles.

The people of the community gathered at the school building to see the truck arrive with its first load and to have a formal opening of the school.

Pictures were made of the truck full of children, and of the people of the community gathered around it.

After the excitement of the arrival of the truck the crowd gathered in the schoolhouse for the formal opening of school. Superintendent Underwood reminded the people that they were making history for Pitt County. He expressed the belief that this was only the beginning of the movement for consolidation; it would spread until an auto truck carrying children to school would not be a novelty. He said that we are getting away from the little school; there are already fourteen less districts in Pitt County than there were three years ago.

He introduced President Wright who said that when the Training School opened eight years ago one of the visions ahead was the consolidated school, but he had figured on its taking ten years to get started. It is worthy of note, he said, that both of the trucks in North Carolina are in this territory, in the eastern section of the State and in the section where there are a great many Training School girls teaching. He did not at all claim the credit for the Training School for getting the trucks, but he did bring home to the people the fact that wide-awake teachers could arouse a community to the opportunities. He commended the people of Falkland for their attitude and for their willingness to make sacrifices for their children. He asked them to do two things: to give the teachers their whole-hearted coöperation and to give their children every chance by sending them to school all the time, not allowing anything to keep them at home. He said he knew that it was a temptation, when labor was scarce and cotton and tobacco high to keep the boy at home to work; but he begged them to remember that the value of the land depended on the type of citizenship, and the type of citizenship depended on the chance the boys had.

President Wright then introduced Mr. North as a teacher with the true teacher spirit, a man filled with earnestness and love for the work. Mr. North told the people there was no occasion to say running a school truck *will* work, for it *does* work all over Maryland, as many as seven in one school. The children, he said, are better off in the truck than on wet roads. He then made a strong talk on the significance of consolidating the country schools so as to give to the people as efficient schools as those in the cities and towns have.

A mass meeting of the students was called by the **Patriotic Rally** Senior Class on Monday evening, October 22, the beginning of Liberty Week, for the purpose of finding out just what the Training School could do to prove its patriotism. Instead of having student reports on what they felt like doing or wanted to do, they had people who knew definitely what could be done and could speak with authority to present the different kinds of work the people of the Nation are called on to do. The students proved their patriotic feeling by the way they sang the patriotic songs and by their ready response to put into practice and express by deeds their patriotism.

The program was planned so as to make clear the three things the people are called on to do, and how the Training School can answer the call. The three subjects were: Food conservation, Liberty Loan, and Red Cross.

Miss Estelle Moore, president of the Senior Class, presided over the meeting. The Seniors, led by standard bearers carrying the Stars and Stripes, the flags of the Allies, and the Red Cross flag, marched in, after the remainder of the school had assembled, singing "We're Going Over."

Miss Armstrong made a forcible, practical appeal for food conservation here in the School, urging the girls to help conserve sugar by giving up candy. All the girls pledged themselves to practice the gospel of the clean plate. Miss Armstrong is the chairman of the Women's Committee for Conservation in Pitt County.

Mr. S. J. Everette, chairman of Food Conservation for Pitt County, made a ringing, broad appeal for food conservation.

The singing of "Joan of Arc, They're Calling You," led by a group of Juniors, with the School joining in the chorus, seemed to make the purpose of the evening clearer.

Mrs. Beckwith, chairman of the Woman's Committee on the Liberty Loan, gave a clear explanation of the purposes and plan of the loan and made an appeal for all to heed the call to let your dollars fight.

Miss Pattie Wooten, chairman of the Pitt County Chapter of the Red Cross, presented the cause of the Red Cross and told what Pitt County was doing and had done.

President Wright made an earnest, inspiring talk on "Why it is necessary for us at the Training School to do these three things." He brought the subject very close home to the students and made them feel they must be up and doing.

"Keep the Home-Fires Burning" was sung by Miss Lula Ballance, the School joining in the chorus.

Definite plans for applied patriotism were presented to the students. The students among themselves and in class groups had been discussing for days Liberty Bonds and had been taking account of available funds.

Mr. Austin made a strong plea for the students to subscribe to Liberty Bonds and to use their influence to get others to subscribe. He an-

nounced that the Junior Class had, at a meeting the Saturday evening before, pledged themselves to buy two \$50 bonds. The proposition was made that the students raise among themselves money for a bond to be left to the School as a gift. Slips were handed out for subscriptions.

"Over There" was sung by the School. Miss Jenkins, who directed the Red Cross work that had already been done by the students, told the students, for the benefit of those who were not here last year, what had already been done, and explained the advantages of having a Training School Auxiliary. Cards were passed out for pledges for membership and for work.

The flag bearers stepped to the front of the stage, "Old Glory" in front, and the evening closed with the students singing, as they stood at salute, "The Star-Spangled Banner."

\$500 in Every permanent organization in the School invested
Liberty Bonds in Liberty Bonds. The roll by organizations is as follows:

Two literary societies, \$100 each.....	\$200.00
Y. W. C. A.	50.00
Classes	250.00

The Class of 1919, 136 in number, pledged themselves to pay 25 cents each, a month for three months, and to save the money by denying themselves something. The bond is to form a part of the gift they propose to leave to the School when they graduate.

The Class of 1918 led the campaign for a bond from the entire School for some special gift to the School, thus giving the classes that had not yet organized an opportunity to help. The subscriptions on the night of the rally amounted to about \$50. The Seniors pledged enough to make this amount \$100.

The Class of 1920 decided to invest the income the class would get from dues, etc., in a class bond that would be the nucleus for a class fund that could grow through their three years as a class unit. Special subscriptions were turned into the School bond mentioned above.

The Class of 1921, and the one-year professional classes, which had never organized, turned their subscriptions into the School bond. Members of the faculty assisted with the School bond.

The societies turned money in the treasury obtained from dues into bonds as investments.

The Y. W. C. A. had \$50 appropriated for social purposes, for the social committee to spend on refreshments. They decided to help with food conservation by not serving refreshments, and turn this money into a bond.

**Training School
Auxiliary of Pitt
Chapter of Red
Cross**

The Training School Auxiliary of the Pitt County Chapter of the Red Cross Society was organized with 105 members and over a hundred additional pledged workers. The formal organization was effected on Tuesday evening, October 23, with the following officers:

Chairman, SOPHIA JARMAN

Vice Chairman, LOIS HESTER

Secretary, MARY C. HART

Treasurer, JESSIE HOWARD

Committees were appointed, workers registered for work. Arrangements have been made for the sewing-room to be opened as a work-room at stated hours on certain days. Work is progressing in the sewing. The Greenville Auxiliary furnished material for bed shirts, which the sewing girls are making.

Knitting lessons are given in the parlors in the dormitories in the after-supper hour. Many girls are knitting and others are impatiently awaiting the arrival of the wool. The wool is provided by the Greenville Auxiliary.

The classes in bandage making are ready to begin as soon as the chapter officials are ready to start work along the line of the latest instructions. There is a change in the department of the work handling surgical dressings. In the meantime they are making trench pillows.

Other kinds of work will be added and the work will branch out.

**Hallowe'en at the
Training School;
An Eatless Party**

The Senior Class entertained the Training School family at a Hallowe'en party the evening of October 27. The serving of mock refreshments instead of the usual Hallowe'en refreshments was the special feature of the evening. Wads of paper, with a jingle written on them telling where the apple they did not get had gone, were served as apples. Paper popcorn made some think they were going to get the real corn. Paper "kisses," until opened, looked like real candy "kisses." It was announced that the refreshments for the evening had been converted into a part of a Liberty Bond. The guests entered into the spirit of the "eatless party" and proved girls could have a good time without "eats." Brownies and clowns served the refreshments. One brownie followed the others with a small basket of popcorn and doled out a grain or so to each guest as consolation for not getting anything to eat.

Some of the prizes for contests were small amounts of refreshments. Apples were bobbed for and the apples themselves were given as the rewards. In a peanut contest the few nuts were the prize. One of the prizes was a jumping brownie. The contests were the regular Hallowe'en contests with a few timely twists to them. Witches, ghosts, and

devils were in evidence, and the fortune-tellers were kept busy telling the past, the present, and the future. One contest was "A garden of peas"; the one who scored the highest won peanuts.

The class decorated the dining-room with cornstalks and jack-o'-lanterns, and had ghosts stalking about playing pranks during the dinner hour.

One room in the Administration Building was decorated in the same way.

Fire Prevention Day Program On October 9, Fire-Prevention Day, the Senior Class had charge of the exercises. The program was as follows:

Reading of the Governor's Proclamation.....SADIE THOMPSON
 Ways and Means of Preventing Fires.....THELMA WHITE
 "What Would You Do in Case of Fire".....ELIZABETH HATHAWAY

In this last the wrong way and the right way were illustrated by the class. In the wrong way, the fire whistle was sounded and the girls in a panic rushed wildly around, getting nowhere; in the right way, they instantly dropped whatever they were doing and quickly and in an orderly way, marched out of the building. At the close directions were given as to how to behave in case of fire at the Training School and which exits to use. They marched out of the Assembly Hall in the order and time they should follow in case of fire.

The Model School The "Model School" is scattered in different parts of the Evans Street Graded School building, while the addition to the Model School building is being built. There is no difference whatever in the observation and practice work of the student-teachers, but it is not quite so convenient, and there is less room. Critic teachers, student-teachers, and departmental teachers are cheerfully accepting the situation and finding some compensations for the inconvenience.

The work of the Model School is progressing, though not as rapidly as might be desired. There are two of Commissioner Young's fireproof staircases being erected.

A new fireproof roof is being erected over the boiler at the power plant.

All outside woodwork around the School is having a fresh coat of paint. Also the radiators in the building are having a fresh coat of gilt.

**Faculty
Activities**

President Wright made a talk at the opening of the Pitt County Training School for the colored race, which is located at Grimesland. He reported this as a most interesting occasion. The others present who took part in the exercises were Dr. J. Y. Joyner, Hon. J. Bryan Grimes, and Superintendent S. B. Underwood. G. R. Whitfield, a leader among the negroes of Pitt County, is superintendent of the school. It was through his efforts that the school was made possible.

Mr. Wilson attended the meeting of the East Division of County Superintendents Association in August. He has delivered two addresses this fall—one at Grainger's and the other at the community meeting at the Joyner School.

Miss Armstrong made a talk on food values to the Woman's Club of Winterville.

Miss McFadyen is chairman of the Department of Education of the Woman's Club of Greenville. Her department is responsible for a night school which is being taught in West Greenville, near the Greenville Cotton Mill.

Miss Wilson is teaching regularly in the night school.

Mrs. Beckwith, chairman of Pitt County Liberty Loan Committee, Woman's Division, made speeches boosting this cause on the evenings of October 22 at the Training School Auditorium; October 23 at the Greenville High School Auditorium, and on October 25 at Farmville County Fair.

As chairman of the finance committee of the Pitt County Unit of National Defense, Mrs. Beckwith delivered before the Home Economics Department of the Woman's Club of Greenville, on the afternoon of October 25, a speech on the subject: "Home Makers' Responsibility."

On Friday evening, November 9, Mrs. Beckwith delivered an address at Smithtown, on "The Country Woman's Part in the World War." On the evening of November 10, at Arthur, N. C., she made a speech on "Community Service."

Miss Wooten is chairman of the Pitt County Chapter of the Red Cross Society, and is serving her second term in this position.

Mr. Austin is chairman of the Executive Committee of the chapter. He, too, was reelected at the recent business meeting.

Numbers There are 314 students enrolled in School this year. There were 127 applicants refused admission because of the lack of room. Forty-one students are rooming outside of the dormitory, who take their meals in the School. By a swift calculation you will see that we need dormitory room for 168 more girls this fall.

Mr. Meadows Mr. L. R. Meadows is in the Officers' Training Camp
in Camp at Fort Oglethorpe. He writes enthusiastically of the camp life. He is on leave of absence from the Training School for the fall term while he is undergoing the three months training. His leave of absence will be indefinitely prolonged if, at the end of his service, he enters the United States Army for full and active service. Mr. Meadows is very greatly missed in the School and in the town of Greenville, where he has taken active leadership in many things, but especially in his church. The School and his fellow-citizens in the town, however, are proud of the patriotic stand he has taken in offering himself voluntarily for military service.

The School has suffered the loss of several valuable teachers who have been associated with the School for several years, but it is worthy of note that in every case the severance of connections was with mutual regret.

Miss Daisy Bailey Waitt, who has been teacher of Latin for the past six years, resigned at the close of last year. Miss Waitt has been so closely identified with the various activities and has been such a valuable member of faculty committees for solving problems of the School she will be keenly missed. She has acted as adviser for classes, for society, and for Athletic League. The Cross-Country Walking Club is her creation. She has taken an active part in the work in Women's Clubs. She was for two years president of the Greenville Branch of the Southern Association of College Women, and was, for the same period, chairman of the Education Department of the North Carolina Federation of Women's Clubs. At the time of her resignation she was vice-president of the Woman's Club of Greenville. She frequently brought the School in touch with the various organizations by attending the meetings.

Miss Margery Herman, for four years teacher here in the Department of Science, was married on September 18, to Mr. Jay Zeamer, of New York City. They will make New York headquarters, but Mr. Zeamer's business has taken them to Havana, Cuba, for the winter. They are staying at the Royal Hotel. Miss Herman's ways of getting the students interested in birds and plants will never be forgotten by those who followed her on bird hunts or helped her to plant flowers.

Miss Lula Sherman, who has taught piano here for two years, was married at Syracuse, N. Y., on October 4, to Rev. William L. Carpenter. Miss Sherman came to the School two years ago to teach during Miss Hill's leave of absence for a year's study. Last fall when at the opening of school it was found necessary to have a third piano teacher, Miss Sherman was telegraphed for, and returned to us. This fall she returned to begin work, but changed her plans and asked for her resignation to be accepted. Her new home is in "the Manse," Rankin, Michigan.

Miss May Barrett, who was away from School last year on leave of absence, studying at Columbia University, has permanently severed her connection with the School and is rural supervisor in Maryland, with her office at Bel Air, Md.

Miss Barrett's students, those who studied under her during the four years she was teacher of Primary Methods here, are teaching in primary grades all over the eastern part of the State, and in some places in the western part, and the Training School girls are making a reputation in primary work. Miss Barrett's constructive ability was shown especially in her organization of the student-teacher work and the Model School.

Miss Ray, who took Miss Barrett's place last year, has returned as the permanent teacher of Primary Methods. During the summer she completed her work at Peabody College for Teachers and received her degree.

Miss Alice V. Wilson comes to the School in the Department of Science. As Miss Wilson has taught here three summer terms, she is hardly considered a new teacher. Miss Wilson has been teaching in Winthrop College, Rock Hill, S. C. She formerly taught in Greensboro College for Women, and

is well known throughout the State. She is a graduate of Massachusetts Institute of Technology, and has taken work in Science at Cornell and at other schools and universities. She taught Hygiene and Sanitation at the summer school of the University of Virginia during the past summer.

Miss Pattie Wooten, of Greenville, a graduate of Randolph-Macon Woman's College, has charge, during this term, of the academic classes in English. Miss Jenkins has all of the professional classes in English.

Miss Mary Bertolet, of Reading, Pa., a Peabody Conservatory pupil, comes in Miss Sherman's place as teacher of piano.

Miss Dora Meade, of Rochester, N. Y., a Peabody Conservatory pupil, is teaching piano this term in place of Miss Fahnestock, who is away on leave of absence.

The Rural School Supervisor

(Outline of the work from the Maryland Department of Education)

1. Assist the counties to determine the field of operations of county supervisors, *i. e.*, what kind of schools and what grades should be supervised, and what should be the supervisory function of the county superintendent.

2. Visit as many schools as possible in company with supervisors, note conditions of school property, observe the teacher at work in the classroom and the supervisor's manner of working with the teacher, and to advise with the supervisor about ways and means of improving classroom instruction.

3. Start work upon a course of study for rural schools, to be formulated by supervisors in each county, mainly for that county, and a State course to be evolved from these.

4. Secure a workable schedule of time limits for the daily recitations in the rural one-teacher school.

5. Encourage professional growth of teachers through private study.

6. Encourage the organization and conduct of School Improvement Associations—which should be done by the Department in general.

7. Make reports of conditions observed and prepare, subject to revision, articles for the press bearing upon the rural school situation.

8. Make photographs of school buildings, private houses, lawns, landscapes, etc., illustrative of rural life.

9. Collect a library of rural-life literature in the Department and as a model for school officials and teachers.

10. A plan of coöperation between the Extension Department of the State College of Agriculture and the State Department of Education, looking to a larger recognition of the dominant industry of Maryland in public school instruction by bringing the work of agricultural extension under the direction of the former, and of vocational training under the supervision of the latter, into closer union.

11. Phases of elementary education which the people should know.

12. Keep a registry of eligible elementary teachers not at present employed in Maryland schools.

The punster of the Joyner School, Miss Mary Newby White, is having fun in juggling with the combination of names connected with the School, and has jotted them down in a jingle which we are passing on to others:

*We're teachers of the Joyner School
Who keep things going strict to rule.
The principal, whose name is Wall,
Makes problems so clear, they seem small,
The intermediate teacher, whose name is White,
Works away calmly with all her might,
While Miss Lowder, the primary marm,
Attracts the little ones with her charm.
With the combination of the Lowder-White-Wall
We'll stand the test of any squall.
All working together, we'll gain much good,
For we work with Wright and right Underwood.*

What is a Company ?

Civilians are finding that they are somewhat bewildered by military terms and ranks that every soldier can glibly use. Few pupils know just what a company is composed of or a regiment. Teachers should be able to explain the terms that are connected with the company, the unit that each town feels is nearest, and to know the regiments as well as the larger divisions of the army. An officer was kind enough to make out the list for us.

Below is given the Infantry Organization as it is now:

A *Squad* is composed of 8 men, 7 men under a corporal.

A *Platoon* is composed of 7 squads under a lieutenant who has 3 sergeants to assist him.

A *Company* is composed of Company Headquarters and 4 platoons.

Company Headquarters is as follows:

- 1 captain in command
- 1 first lieutenant, second in command
- 1 first sergeant
- 1 mess sergeant
- 4 cooks
- 2 buglers
- 4 mechanics (carpenters)
- 1 corporal (company clerk)

First and fourth platoons are commanded by first lieutenants.

Second and third platoons are commanded by second lieutenants.

Each platoon is now divided into 4 sections: first section, grenadiers; second and third sections, riflemen (bayonet experts and snipers); fourth section handles guns (automatic rifles shooting about 466 times per minute).

The above makes a Company consist of the following officers and men:

A Company has in it commissioned officers, noncommissioned officers, and privates, which are given below with their pay added.

Commissioned officers; 6:

1 captain	\$200.00 per month
3 first lieutenants	166.67 per month
2 second lieutenants	146.67 per month

Noncommissioned officers and men:

15 sergeants	\$38.00 per month
4 cooks	38.00 per month
33 corporals	36.00 per month
4 mechanics	36.00 per month
2 buglers	30.00 per month
64 privates, first class	33.00 per month
128 privates	30.00 per month

Total enlisted men in company is 250.

Enlisted men are furnished food and clothing.

A *Battalion* is four lettered companies commanded by a *Major*, whose pay is \$250 per month. He has a first lieutenant as his adjutant.

WHAT IS A REGIMENT?

A *Colonel* is commander of a regiment and with him are a Lieutenant-Colonel and a Chaplain. (The chaplain ranks as lieutenant, or higher, according to length of service.)

The pay of the Colonel is \$366.67, that of lieutenant-colonel, \$300, and that of chaplain according to rank.

The regiment is composed of:

Headquarters Company
Supply Company
Machine Gun Company
Lettered Companies: A, B, C, D, E, F, G, H, I, K, L, M

Headquarters Company has 6 officers and 294 men. They are divided into sections: band, mounted orderlies for field officers, and gun section which handles 1-lb. cannon stretcher bearers.

The Supply Company has two officers and 152 men. They keep up food, clothing, and equipment supplies and do all the hauling. They have 152 mules and 88 wagons.

A *Brigade* is two regiments. The commanding officer of a Brigade is a Brigadier-General. He has a major as adjutant and two aides who are first lieutenants. They have some enlisted men also as clerks and orderlies.

A regimental infirmary is attached to the regiment. This has 3 doctors, 2 dentists, and about 30 enlisted men. This unit makes the dressing station for slightly wounded men in the rear of battle.

Red Cross Work in Pitt County

The Pitt County Chapter of the Red Cross had one of the best reports read at the State Convention. This chapter was organized June 27, 1917. When the report was submitted by the chairman, on October 27, there were thirteen auxiliaries, and two places where there were workers but no auxiliaries. The total number of members is 1,128. In addition to this, Greenville has a Junior Auxiliary with a membership of 700. Greenville was one of the first places in the State to organize the school children into an auxiliary.

The figures showing the amount of money raised are interesting. The total collected for Red Cross work is \$4,537.44. To this may be added \$665 raised towards an ambulance. The amount left on hand for carrying on the work through the winter is \$2,272.82.

The total of articles made and shipped is as follows: 3 boxes of gauze dressings; 2 boxes of muslin and flannel bandages; equipment for 18 patients; 26 sets of knitted articles; 255 comfort bags; 2 boxes of surgical dressings and equipment for 6 patients were ready for shipment when the report was made.

Members of the Red Cross attend the tobacco sales and collect money for the work. The first Monday in November the collections were over \$400.

